

# THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

VOL. XXXIII.—NO. 18.  
E. L. KELLOGG & CO., 23 Clinton Pl. (8th St.), N. Y.

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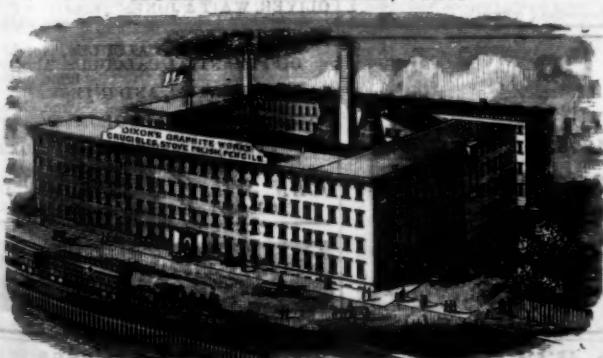
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## EDUCATION OUTSIDE THE SCHOOL-ROOM.

## HOME INFLUENCES.

Follow a child from a *certain* class in society, through the various scenes and duties of a single day, and judge what sort of moral education he is receiving outside of the school-room. His ears are first greeted in the morning with the commanding words, "Get up!" "You good for nothing, lazy thing, haven't I called you a dozen times?" If this human being happens to be a small boy, soap is smeared into his eyes, or his skin is left half wet, or he is rasped with a hard towel, his hair is combed roughly, and he is sent to his breakfast with a sense of trouble and discomfort, that is a good preparation for irritability during the whole day. At the table he is permitted to remonstrate passionately, with hasty answers and sharp, quick blows in return. "Oh I don't like this." "Give me some more butter, I say." "Say, ma, Jim's kicking me." Thus he swallows his breakfast, which is often washed down with strong coffee or beer. With no loving good-bye from mother or sister, he rushes out into the road or street, in proper mood to knock down the first boy he meets who gives him a provocation. It is probable that just as he is leaving the house he hears the shrill voice of his mother calling, "Here, come back and do your work. This is the way you sneak off is it?" The boy answers, "Oh, *must* I do this. I haven't time. Let Jim do it, he hasn't done a thing this morning. I'll be late for school, and the teacher will *give it to me*."

Perhaps this boy runs away realizing that the tender mercies of his mother are greater than of his teacher. Now in what condition is this boy for school work? Half-washed, not at all as he ought to be—unfitting clothes, dirty finger nails, uncut hair, altogether in about as uncomfortable a condition as it is possible to be, especially if it rains, or is muddy. No doubt on his way to school he encounters difficulties, and fights his battles all along. At school he may not be greeted with pleasant faces, he finds his teacher cross, work commences with a command, and he is scolded for not having properly done his "home tasks." He studies by jerks and spasms, and spends his spare time, of which he usually has plenty, in all sorts of amusements known to the average school boy. Day is at last over, and he is glad of it. He doesn't like school, never has, and probably never will. Days off are red letter days in his calendar, and he takes them often in such a manner that they become to him very black letter days in his memory.

When he reaches home he hears the command, "Go and do your chores;" or, "Hurry up and do your work, you can't have supper until you do." Thus scolded, accused, half fed, half clothed, out of sympathy with his surroundings, is it any wonder he early learns to find his pleasure among boorish companions like himself, where the parents are called "old man," and "old woman," and where such amusements as are known to average young men are popular? What else can he become? Parents of such children are not consistent Christians, however much they may profess. There is no uplifting power to instill early, high ideals of good living. The influences are downward and must, under like circumstances always be so. Our criminals come from this class, and in spite of all that can be done they must for many years continue to be breeding places of crime and ruin.

MR. BELFIELD, of Chicago, says that "Every year there is need of a large addition to the number of skilled mechanics. Where is the boy to learn the elements of artisanship unless in school?" This is a pertinent question. There is no reason why a child should not get in school a bias towards the profession of civil engineer, as towards the law or medicine. A good bridge-builder can make more money than a poor lawyer.

MR. B. D. BERRY, principal of the Central district school, Urbana, O., has completed a table, which may justly be considered a unique work of art. The tabletop contains specimens of all the woods of his native county—Champaign—or of the Mad river valley, which, according to careful research, number about eighty-three. Twenty foreign and domestic varieties of woods are also worked into the top, and also ten of an historical character. The whole is inlaid work, containing 3,861 pieces, most of which were put on separately. Mr. Berry did this work during vacations, at odd jobs, picking up his plane and sandpaper as one would a light, summer-afternoon novel. The result has been entirely novel. He began work July 10, 1880, and finished July 21, 1886. He is intensely interested in forestry, and it

has been a source of pleasure to him to collect the woods. We hope the table will be exhibited in Chicago next July.

OUR thinking subscribers will not fail to read every word of Col. Parker's review of Professor Wm. H. Payne's "Contributions," on another page. Those who are at all interested in the conflict now going on between the new and the old in education, will be deeply interested in the arguments and conclusions of the redoubtable Colonel. Supt. Marble's "Presumption" next.

BY arrangement with the English publishers, D. C. Heath & Co., will at once add to their already long list of pedagogical books, "Notes on the Early Training of Children," by Mrs. Frank Malleson. This is an excellent book, from which we have recently received great profit.

Dr. B. G. NORTHROP writes us:

"While at Potsdam on a lecture engagement, I was greatly interested in visiting the State Normal School. It was a surprise to find in this northern, and "newer" part of New York, the largest normal school of the state, out of New York City, and one of the best in the country. Its recent growth in numbers, influence and popularity is remarkable, so that it is now more than ever the pet and pride of the citizens of Potsdam. Both as an organizer and instructor, Prof. Cook is recognized by the students, and by the people of St. Lawrence county as the right man in the right place."

THE conflict wages. Mr. Gladstone "utterly deplores whatever tends to displace a classical education for those in any way capable of receiving it, and strongly disapproves all efforts in that direction." John Bright, on the other hand, declares that "the study of the ancient languages is not now essential to education, so far as the acquisition of knowledge is concerned." What educates, depends upon *what is taught*. A boy can get a good business education out of Greek roots, and another can be totally unfitted for any kind of business by studying arithmetic, book-keeping, and political economy. We hope the fact will soon get into the brains of the people that the *what* in education, isn't a millionth part as important as the *how*. In one school Greek is stultifying, and manual training a repression and a nuisance; in another, whatever is taught elevates, wakes up, arouses, and educates. The *art of putting things* is the secret of success. An artist-teacher will turn everything she touches into good. She can bring beauty, harmony, and culture out of even a broom-stick.

THE late territorial superintendent of public instruction of Dakota recently said:

"The unity of the home and the school is indispensable to successful and proper thrift, in either the one or the other. We cannot divorce them, without doing violence to the best moral influences we are able to exert over our children. How shall we strengthen this unity? Probably there is no better single plan than to unite the literature of the two, so that by a constant association of ideas, which are, and should be, common, there will be a natural growth in the right direction. Is it not also a mistake to direct all our efforts at educational literature to the exclusive wants of the teacher? The teacher, the pupil, and the home, should be made more nearly a unit, and the great work of educating the youth of our country should be by an associated effort on the part of these three forces. Let the pupil and the parent both understand that they are to be taken into the co-partnership, and that each is to share with the teacher the duties, responsibilities, and pleasures of the work in hand."

There is a great deal of truth here, and it cannot be too thoroughly believed and acted upon.

A CORRESPONDENT asks us, "If it is possible for a teacher, however experienced, to get every scholar, in a school of fifty, to work earnestly and willingly?" She has a school of over fifty scholars, embracing all grades and ages, from six to seventeen, and has very hard work to keep them all busy. She wants a *plan* by which she can interest *all of them, all the time*. No plan has been written that will help our friend. If somebody will write a book, teaching, not telling, an inexperienced teacher of a mixed, ungraded school, exactly what to do in order to reach the highest success, he will be the benefactor of his age. Who will volunteer to become the fortunate author? Let him address us at once.

PROF. W. N. HULL, of the Iowa State Normal School, Cedar Falls, will continue his "Blackboard School," or school of visible illustration, which was begun so successfully last summer. It will be opened July 5, and continue four weeks, including Saturdays. In his work he will be assisted by William Raab of Austria,

who will teach all kinds of clay modeling. The ability to draw on the board will add greatly to the teaching power of any teacher, no matter in what department of work he is engaged.

THE school trustees of Anderson County, South Carolina, have made arrangements to have each teacher under their supervision supplied with standard works on the subject of teaching, and also with the weekly edition of *The Charleston News and Courier*. The plan of supplying standard works on teaching is good, but whether a weekly paper should be supplied at public expense is a question. There are political papers, and then again there are *political* papers. It all depends upon what kind of papers the tax-payers pay for. Then again it is possible to carry this paternal policy a little too far. "Teachers are poor." Yes, generally, but why not give them more money, and trust them to buy with it what they want. Free education is a settled policy in America, but free text-books, papers, pedagogical books, etc., etc., not quite settled yet. Perhaps it might come to free bread for lunches, and rubbers for rainy days. What then?

## VISITING DAY.

BY ELLEN E. KENYON.

If teachers knew how much and how easily each could enlarge her horizon by visiting progressive schools, how gladly would they seize every opportunity of expansion thus afforded. We model Brooklyn people closed our schools on Good Friday. Those wicked people in Newark did not; but, that they may be forgiven for working on a holy day, let me tell something of the benefit I derived from a visit to Mr. Giffin's school.

Toward the happy linking and merging of the various studies so conducive to the solidity of the whole mass of knowledge gained, I caught several valuable hints. For instance, as a feature of the opening exercises in the primary department, Mr. Giffin called for "one of our eastern storms;" and as he increased or diminished the distance between his extended hands the storm raged and lulled. It was made by the production of various hissing and rustling sounds which, blended, made a very good imitation of the wind. Then a western cyclone was recklessly invited, and it came like—like a cyclone. It was produced in a similar manner to the Jersey breeze, with the addition of shuffling and stamping of feet. Its force was regulated by the hands of the leader as easily as he had controlled the lesser tempest.

I mentally summed up the benefits of the exercise as follows: Habits cultivated, attention and responsiveness; idea of modulation developed, and a point in climate taught; economy of pedagogical effort by the utilization of recreation and physical exercise in adding thus to mental growth; principle of indirect teaching illustrated—while the mind is pleasurable intent upon one idea, others are slipping in unawares.

Passing through the lower primary rooms, we found the youngest pupils of all, those admitted the preceding Monday, at work at the number table. They were studying the number two. Mr. Giffin believes in making haste slowly. With some misgiving lest the teacher were taking the babies on too rapidly, he stepped to the board and wrote the figure 1, saying, "Children, hold up so many." Not a child looked at its neighbor for the cue, but all obeyed with prompt intelligence. "Now hold up so many," said Mr. Giffin, writing 1 again. After failing in several attempts to "catch" them on 1, he wrote the figure 2, and all responded with two blocks, except one little girl. Then followed a very interesting process. The principal stepped to the table and asked the children to "Strike so many times," indicating two with objects, "and then stop." He himself made the motion of striking, but did not stop. Several leaned on him, and found him a broken reed. (A lesson in this learned.) A second and third trial taught self-dependence to all but the little girl who had failed before. Mr. Giffin patiently tried device after device to make the little pupil understand just what was wanted. He believes that the senses are the avenues to the mind, and he appealed to one after another. The last unavailing attempt was made by pressing the block twice against the little lady's cheek. She showed no fear, (nor did any of the others, small and "new" as they were), but neither did she evince any clearer understanding of the difficult problem so perseveringly held before her. At last the patient teacher struck two blocks together with a loud noise, saying once more, "Strike so many times and then stop." Victory! The little girl struck the table twice and twice only, leaving Mr. Giffin to go on with

his striking motion unaccompanied.

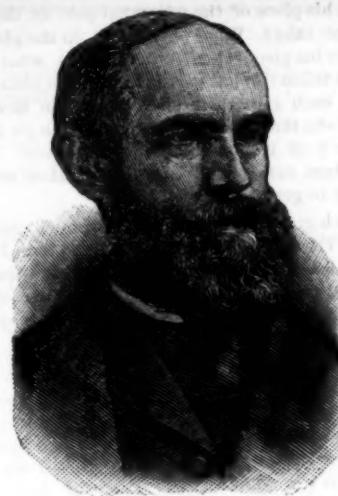
A very young teacher in the next room had originated a very pretty device for teaching the arithmetical expressions, "two threes," "three ones," etc. It was a grouping of circles, triangles, straight lines, etc., in twos, threes, fours, and fives, with the corresponding figure placed near each group. This was done with colored crayons, and enclosed in a circle.

An interesting reading lesson was given in our presence to the second year pupils, in which the use of phonics, as a "self-helper," was finely illustrated. The method was taken from Mr. Giffin's own chart. We offered in writing the word "scythe," which was developed by the same method and pronounced by the pupils. The teacher then, by a few questions, made general the knowledge possessed by individual pupils regarding the scythe, and developed the word sickle as a companion word. At the request of the principal she drew a representation of the sickle. At sight of the drawing one boy gave a start of intelligence, and exclaimed, "I used to have one!"—That boy's picture power is not yet strong enough to make verbal description an adequate substitute for direct appeals to the senses. Children should be taught to see with the eye of imagination as early as possible; but whenever that fails, the physical eye should be called to its assistance. The drawing brought before the boy's mind the image of the actual tool once observed, so that the picture power received direct cultivation through its own failure to supplant, in this instance, the grosser sense of sight.—"Why did Miss — teach the word sickle?" inquired the principal. "Because she taught the word scythe," promptly responded a pupil.

As we entered each room the pupils greeted their principal with a chorused "Good-morning, Mr. Giffin." A free and home-like atmosphere pervades the entire school. Teachers and pupils seem in pleasant harmony with themselves, and with one another. There is no cast-iron discipline, but signals are promptly responded to, and the busiest work is going on all over. More and more freedom is given to pupils as they become older, and better qualified for the right use of liberty. At times not devoted to recitations, they are sometimes permitted to choose their own occupations, and are generally induced to select those that offer the most difficulties to them as individuals. The educative value of this must be apparent.

The fact that politeness is well taught is apparent at every turn. The lowliest waif, as she passes before you, excuses herself with the natural grace of a lady. In the reading class the pupils supplied us with books without waiting for a signal from the teacher. Outside, when asked the way into the building, the urchin addressed did not content himself with pointing to the entrance, but tried the door, found it locked, rang the bell, and waited until he saw us admitted. After the pupils have seen that you are made comfortable, they take no further notice of you, but each goes about his own business. I caught glimpses of it here and there, as when John, anxious to fill the lake Mary had made, with the water he had obtained for the purpose, was gently restrained and told that he had "done his part." A placard, conspicuously placed upon the stairs, admonishes the pupils to "Walk." The principal admits that this reminder of his own law is a frequent necessity even to himself. I fancy there is comparatively little punishing done in Mr. Giffin's school. There is so much cultivation of natural goodness, that compulsory goodness is almost without a place. Pupils set each other right in a good-natured way, caught from their principal and teachers, and never, apparently, resented. When asked if there were other schools as good in Newark, Mr. Giffin expressed surprise at the dense ignorance of the question. I had to explain that, as a native and resident of the United States, I knew very little about New Jersey. My humility was rewarded with a whole school course. I was shown all that the children are shown of the natural, and artificial products of the state. I did not, however, as the children do, write compositions about them, and have, consequently, forgotten much of what I saw. One point, however, stands out in bold relief; I held in my hand, at one time, three small bottles, containing the leading grain products. The corn bottle was full, the oat bottle two-thirds full, and the wheat bottle one-third full, to indicate the relative amounts of the three grains produced in New Jersey. I am inclined to believe that the best product of our foreign state is its teaching force.

The building in which Mr. Giffin's school thrives so well, is not in every respect admirable, but the ventilation is good, and the blackboard system, and the noiseless, swinging doors, are excellent.



G. STANLEY HALL, PH.D.

The main facts of the life of this eminent teacher and writer on psychological and educational subjects, briefly stated, are as follows:

Prof. Hall was born in western Massachusetts, in 1845. He was fitted for college at Williston Seminary, Easthampton, Mass., graduated at Williams College, Mass., 1867, and at Union Theological Seminary, N. Y., 1870. He studied two years abroad, mostly in Germany, on the history of philosophy with Mendelsohn and Zeller. He held the position of professor of philosophy at Antioch College four years, 1873-6, and was instructor at Harvard one year. Then for the second time he went abroad, spending three years studying philosophy and insanity in Germany with Helmholtz, and other eminent scholars, and visiting the educational institutions of Russia, Italy, France, and England. On his return he lectured at Harvard on pedagogy, and contemporary European philosophy. In 1884 he accepted the professorship of psychology and pedagogy in Johns Hopkins University, which position he now holds.

Prof. Hall's contributions to educational literature, have been numerous and valuable. Among them are: *Aspects of German Culture*, (Osgood, 1881, pp. 370); *Method of Teaching History*, (D. C. Heath, 1885); *Descriptive Bibliography of Education*, (Heath, 1886); *How to Teach Reading and What to Read in School*, (Heath, 1886); *The Education of the Will*, (Princeton Review, 1882); *The New Psychology*, (Andover Review, 1884); *The Contents of Children's Minds*, (Princeton Review, 1882); *Moral and Religious Training of Children*, (Princeton Review, 1882); *New Departures in Education*, (North American Review, 1884), besides many other smaller articles which are to be gathered into a book. On the subject of psychology, he has written the following experimental works, which by request of his pupils are also to be collected and published in book form: *Bilateral Asymmetry of Function*, (Mind, No. 33, 1883); *Motor-Sensations of the Skin*, (Mind, 1885). A Study of Rhythm. (Mind, 1885.) *Gradual Increments of Sensation*. *Intermittent and Variable Sensory Stimulation*.

In Prof. Hall's department in Johns Hopkins University, the following courses have been developed:

I. A two years' course in pedagogy. The first year's work is chiefly historical, and that of the second year is mainly devoted to the special topics of school-work. The chief subjects treated and reference-lists used in this course have been printed, [Descriptive Bibliography of Education, Boston, 1886, p. 309], in a form which may serve as a report of progress in the effort to work out an educational course adapted to the needs of an American university so largely engaged in the work of preparing young men for the work of higher and special instruction; and, as a printed illustration of the way in which the instructor desires to treat each topic, reference may be found in a pamphlet entitled, "How to Teach Reading and What to Read in School," p. 40, Boston, 1886.

II. Historical philosophy, in a three years' course of one lecture and a seminary per week, with reading courses and other exercises. The first year's work ends with Plotinus; that of the second year with Hegel; and the third year is devoted to recent and contemporary philosophical thought, including, as in previous years, ethical, aesthetic, and religious philosophy, all treated from the standpoint of modern psychology, and so far as is practicable, with reference and reading in English.

III. A three years' course in Psychology, consisting of two lectures with reading club, and seminary weekly,

and daily laboratory work. The first year is devoted to the senses, considered experimentally and anatomically, but from the standpoint of Psychology, with reference to aesthetical and educational applications and to morbid phenomena, and concluding with an extended treatment of the field of binocular vision, with parallel reading of Helmholtz and Hering. The second year takes up first, the four topics of space, the time-sense, physiological time, and the psycho-physical law, on each of which the vast body of recent experimental literature is epitomized as far as possible. The last half of the second year is devoted to association, memory, habit, attention, the will, and feelings successively, and treated experimentally. The third year is occupied with the topics of instinct in animals, psychogenesis in children, the psychological parts of anthropology, (including animism, the chief mythic cycles, traditions, rites, and ceremonies); and morbid psychology, (especially aphasia, hypnotic and allied states, paranoia, epilepsy, hysteria, paralysis, etc.), with constant reference to their anatomical correlations where such are made out, and to their educational, hygienic, and prophylactic applications.

In addition to the above courses by Prof. Hall, his two assistants will give next year the following courses. Dr. Emmot, a course in ethics, and Dr. Donaldson a course in the histology of the senses. All courses are for graduate students only. A new journal is to be published, because the original work done in the departments necessitates a special organ.

It will be seen at a glance that Professor Hall is doing work of the most profitable character. His chair at Johns Hopkins is no sinecure, neither is he an imitation of others, but with an intelligent originality is building up a school of scientific pedagogy of which Americans may be proud. It is not necessary to go to Europe to study the science and history of education.

#### EDUCATIONAL DEMANDS OF TO-DAY.

BY N. A. CALKINS, ASS'T SUPERINTENDENT OF SCHOOLS,  
NEW YORK CITY.

#### ARE OUR SCHOOLS MEETING THE DEMANDS OF THE TIMES?

Do the usual courses of study in public schools provide for such training and development of all the pupils' powers, as the future welfare of the children demand, and such as the prosperity of the community and the protection of the state require?

Is it true that our teaching deals too exclusively with *seeing* and *hearing*, and almost neglects the other senses, especially those of *touch* and of the muscular sense, both of which require manual training for their proper development?

Is it true that too many things are inserted into courses of study from custom, and not enough from an intelligent consideration of that which is best for the pupil?

Is there a lack of harmony between school instruction and the busy world outside?

Such inquiries indicate some of the strictures upon matters pertaining to the public schools. While it is true that many criticisms have their origin in ignorance of that which is criticised, it often happens that attempts to discover the evil that provoked the unfavorable words bring to light treasures in the schools that were seldom noticed before.

Frequent complaints are heard, not only in our own country, but in England, as to the superficial, unpractical, one-sided character of the education given—not alone in the public schools, but the complaints are made in turn against all grades of schools, from the lowest to the highest. Most of those who criticise do so, not from intelligent convictions as to just where the evil lies, or as to that in which it consists, but rather from dissatisfaction with present conditions and results.

From, and in consequence of these complaints and strictures, whether they be just or unfounded, there arise many demands in relation to education, some of which have but little educational value. Some of the *claims* of little value at times gain popular favor, and, under the claim of reforms, are elevated to positions far above their real importance. Experience usually proves their unworthiness, and they are laid aside to make room for new claimants, which in turn give way to still other demands, in attempts to reach some indefinite ideal that is desired.

Thus, numerous suggestions and plans for removing the real, and the imaginary evils have been freely offered, for the certain banishment from the schools of all the causes for criticism. Some propose that less attention be given to the languages, and more attention to science.

Some, would give *less* attention to *grammar* as the science of language, and *more* attention to the use of language, in some way. Some, in a general, indefinite manner demand that education shall be more practical—shall fit for the duties of life—but offer no specific plan for the accomplishment of these desired ends.

Some, would remove all the poor teaching arising from a wrong use of text-books by banishing the books from school, forgetful that the faculty teaching might be only transferred from good books to poor ones in manuscript, the joint product of the teacher and pupils; also forgetting that the pupils would thereby lose the much-needed training in the use of books as a means of supplementing class-room information. Streams of knowledge, like streams of water, cannot rise above their sources.

Some complain that the schools do not develop character—that the intellectual education is going on, out of proportion to moral training—that the chief ambitions of the schools are intellectual; and that the tests of attainment are mainly intellectual.

The public school reflects, to some extent, the spirit of the community. If public opinion, through whatever source expressed, makes the culture of the intellect the main business of school, and the cultivation of character incidental, teachers will devote corresponding attention to the one, and neglect the other. Sad though it be, the truth must be admitted. But happily there are many exceptions to these general conditions. As a class, teachers do train their pupils in habits of obedience, punctuality, respect for the rights of others, kindness, truthfulness, good manners, and other virtues that lead to noble manhood and womanhood, and to the welfare of the community and of the state. Hundreds of teachers thoughtfully consider the conditions of those whom they teach, in relation to character development, and throughout their intercourse with the pupils, there go out both unconscious and positive influences of culture that build up character upon solid foundations. All honor to these practical Christian men and women—they will receive their reward.

THE greatest educational demand of our day is an intelligent training that shall develop activity in all the powers of mind and hand, and combine intelligence with all the work of life. We need mind training, and more character training. We need more mind training through the will, through the reason and judgment, and through the sentiments, as well as through the senses and the hands, to secure a complete development of the pupil, and thorough fitness for life's duties. We must mix brains with all our work, and especially with the work of teaching. [From an address before the Industrial Association of New York.]

## THE SCHOOL-ROOM.

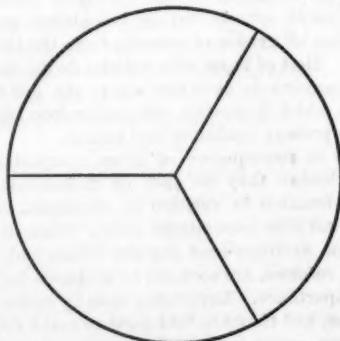
The object of this department is to disseminate good methods by the suggestions of those who practice them. The devices here explained are not always original with the contributors, nor is it necessary they should be.

### PRIMARY LESSONS.—FRACTIONS.

BY WM. M. GIFFIN, NEWARK, N. J.

#### LESSON III.

CARD 3.



Of what is this a picture? Into how many parts is it divided? Are the parts equal or unequal? Then what shall we call each part? How many thirds do you see? How many pies? Then how many thirds in one?

John has  $\frac{1}{3}$  of a pie, Willie has  $\frac{1}{3}$  of a pie, and Jennie has  $\frac{1}{3}$  of a pie; how much of the pie is that? Why? If

John takes his piece of the pie, what part of the whole pie does he take? What part is left on the plate? If Willie takes his piece when John takes his, what part of the piece is taken? What part is left on the plate? John and Willie each give their piece to Jennie, how many thirds does she then have? What part of the pie is that? If she eats  $\frac{1}{3}$  of it, how many thirds are left? To how many children can she give a third? How must we divide a pie to get  $\frac{1}{3}$ ? To get  $\frac{1}{3}$ ?

How much greater is 1 than  $\frac{1}{3}$ ? How much greater is 1 than  $\frac{2}{3}$ ? Than  $\frac{1}{3}$ ?  $\frac{1}{3}$  is how much less than 1?  $\frac{1}{3}$  is how much less than 1?  $\frac{2}{3}$  is how much less than?  $\frac{1}{3}$  is how much greater than  $\frac{1}{3}$ ? How much less than  $\frac{1}{3}$ ? How much greater is  $\frac{1}{3}$  than  $\frac{1}{3}$ ? Which is greater,  $\frac{1}{3}$  or  $\frac{2}{3}$ ?  $\frac{1}{3}$  or  $\frac{1}{2}$ ?

$\frac{1}{3}$  and  $\frac{1}{3}$  and  $\frac{1}{3}$  = what?

$\frac{1}{3}$  and  $\frac{1}{3}$  = what?

$\frac{1}{3}$  and  $\frac{1}{3}$  = what?

$\frac{1}{3}$  less  $\frac{1}{3}$  = what?

$\frac{1}{3}$  less  $\frac{1}{3}$  = what?

1 and  $\frac{1}{3}$  less  $\frac{1}{3}$  = what?

2 and  $\frac{1}{3}$  less  $\frac{1}{3}$  = what?

2 times 1c are how many cents?

2 times \$1 are how many dollars?

2 times  $\frac{1}{3}$  are how many thirds?

3 times 2 books are how many books?

3 times  $\frac{1}{3}$  are how many thirds?

3 times  $\frac{1}{3}$  are how many thirds?

4 times  $\frac{1}{3}$  = what? 5 times  $\frac{1}{3}$  = what?

3 boys each have  $\frac{1}{3}$  of a pie, how many thirds is that? How many pies?

If  $\frac{1}{3}$  of a pie is worth 3c, what are  $\frac{2}{3}$  worth? What is the whole pie worth?

John has  $\frac{1}{3}$  of an apple, and Willie has 6 times as much; how many thirds has Willie? How many apples?

Henry bought a pie for 6c and sold it for 3c a third; how much did he make? What did he get for  $\frac{1}{3}$ ?

How many 1 cents in 3c?

How many \$1 in \$3?

How many  $\frac{1}{3}$  in  $\frac{1}{2}$ ?

How many \$2 in \$6?

How many 2 gal. in 6 gal.?

How many  $\frac{1}{3}$  in 6 thirds?

How many  $\frac{1}{3}$  in 4 thirds?

May has 3 thirds of an apple, to how many girls can she give  $\frac{1}{3}$ ?

Jennie has  $\frac{1}{3}$  oranges, to how many children can she give  $\frac{1}{3}$ ?

What is  $\frac{1}{3}$  of three books?

What is  $\frac{1}{3}$  of three dollars?

What is  $\frac{1}{3}$  of three thirds?

What is  $\frac{1}{3}$  of two pencils?

What is  $\frac{1}{3}$  of two pens?

What is  $\frac{1}{3}$  of two thirds?

$\frac{1}{3}$  of  $\frac{1}{3}$  = what?  $\frac{1}{3}$  of  $\frac{1}{3}$  = what?

$\frac{1}{3}$  of  $\frac{1}{3}$  = what?  $\frac{1}{3}$  of  $\frac{1}{3}$  = what?

$\frac{1}{3}$  of  $\frac{1}{3}$  = what?  $\frac{1}{3}$  of  $\frac{1}{3}$  = what?

Jennie has 2 apples which she divides into thirds; how many thirds has she?

She gives  $\frac{1}{3}$  of them to May and  $\frac{1}{3}$  to John; how many thirds has she left? How much less than 1 is it?

William has  $\frac{1}{3}$  of three pies; he gives John  $\frac{1}{3}$  of it; how many thirds does he give John?

Will then eat  $\frac{1}{3}$  of what is left; how many thirds does he eat? How many thirds are left?

If he gives May  $\frac{1}{3}$  of what is left; how many thirds will May have?

### GEOGRAPHY GAME.

OBJECT:—Serves as a good exercise for reviewing facts in geography. Stimulates interest and research in the regular lessons. In order to engage in the game, the pupils must remember, and will make an effort to do so.

One child is allowed to stand before the class and think of a geographical object; it may be a city, a river, or a mountain.

We will in this instance suppose the child is thinking of New York City. Class are all ready with questions. "I am thinking of something." "Can ships sail upon it?" asks one. "It is not a river," is the reply. "Does it send forth melted rocks?" asks another. "It is not a volcano," and so on, until the something in the child's thought is found to be a city. Then for the work of determining what city, teacher requiring complete statements from both pupils. The first one to guess, or the first one who puts a question that the leader cannot answer, takes his place.

R.

### NUMBER EXERCISE.

OBJECT:—To give exercise in number and cultivate quickness in observation. Paste pieces of colored paper, cut in different forms, on pieces of cardboard. Divide the card into two parts by pasting a strip of colored paper across the middle of it. On one end place one, two, three, or four pieces of colored paper; and, on the other, paste as many as you please, taking care not to make the combination greater than the class has already been instructed in. The teacher having the cards in her hands calls the class to the floor, and quickly holds one card before them, and then hides it: the pupils that know how many stars they saw raise their hands.

The teacher calls on one to tell her story.

"Two stars and three stars are five stars."

Another card is shown.

"Johnnie may tell the story."

"Four squares and two squares are six squares."

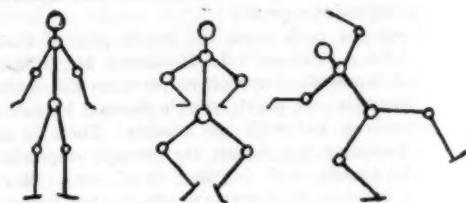
Another card is shown.

"Mary may tell the story."

"Five stars and three stars are eight stars."

### STRAIGHT LINES EXPRESSING ACTIONS.

The straight line may not be beautiful, but it is very expressive and convenient; so the child thinks at least, for he employs it in nearly all his operations. In the cuts below we have an illustration of how straight lines, represented by matches, toothpicks, or wires, may be made to express a variety of actions.



The materials necessary are soaked peas, and little wires if obtainable. Have children represent by means of them a human figure, using six peas to represent principal joints and one for the head. For a first exercise have pupils arrange the lines so as to represent an erect figure; 2, one dancing; 3, falling; 4, walking; 5, running; 6, running fast; 7, fighting; 8, pleading; 9, sitting.

L. E. B.

NOTE—Cut taken from Prang's "Use of Models."

### LANGUAGE LESSON WITH PRONOUNS.

Write on the board the following words, arranged in a column: *I, he, she, we, you, they*.

Start the pupils off with the sentence, "I am going to my house," and have them follow with these:

*He is coming to my house.*

*She is coming to my house.*

*We are going to our house.*

*You are coming to our house.*

*They are coming to our house.*

Then start them off with, "I am going to his house," and continue with:

*He is going to her house.*

*She is coming to our house.*

*You are going to your house.*

*They are coming to my house.*

Pointing to *I* indicates the subject for the first sentence. The second pronoun, *he*, suggests the ending of the first sentence and the beginning of the next, etc.

No. 48.

## BREATHING.—II.

OBJECT:—To teach the effects of tight clothing and stooping over desks.

METHOD:—The lesson can be made more effective by showing the lungs of a sheep or an ox. Let pupils examine them, and note how easily compressed they are. Explain their structure, the minute air-cells, the blood vessels surrounding them, the necessity of the air entering every portion of the lungs. When the clothing is tight are we able to take deep, full breaths? Will the air be changed in the lungs very often? Will the blood be purified? Have all take a stooping position, such as is often taken in the school-room. All inhale a full breath. Is it easy to do so? Now take an erect position and inhale. It seems to give fresh vigor. What other organs will be affected by tight clothing? If continually cramped, the lungs, heart, and stomach become diseased. Write on slates:

1. If we would have strong lungs, and healthy bodies, we must not wear tight clothing.

2. We must keep an erect position, sitting or walking.

## USE OF PICTURES.

Every teacher should have a large collection of pictures. They can be cut from illustrated papers, magazines, old books, geographies, etc. Buy some cheap cardboard, cut it properly, and paste the pictures on it. Another way is to paste pictures upon stout manilla paper, and arrange in the form of charts.

The following are some of the different kinds of pictures and the manner in which they may be used.

Pictures.	Of general interest.	1. Description. Suggested story.
	Animals.	2. Description. Where found.
	Birds, Insects, etc.	3. Habits. Use. Incidents.
	Plants.	4. Description. Where found. Manner of growth. " cultivation. Use. Raw material, where obtained. Description of different processes.
Manufactures.	Manufactures.	5. Power used in manufacturing. Quantity manufactured daily. Noted manufacturing countries Noted manufacturing cities.

## OBJECT LESSON.

## A CHAIR.

The teacher will show a chair, touching and naming each part as it is spoken of, closely connecting the lesson throughout with the illustration afforded by the chair. It will add to the clearness and effectiveness of all such lessons if simple outlines of things, or their parts, be drawn on the black-board.

I. *The Chair.*—1. *How used*; for sitting on. But we do not always wish to sit in the same place. *Where we sit*, by *fireside*, by the *table*, near the *window*, or *door*, etc. How do we do this? By *moving* the chair from one place to another. It is not fastened to floor, or anything else.

2. *Its parts.*—Each to be named and touched in succession. The *back*, the *seat*, the *legs*; *need*, *use*, and *form* of each part, how *fastened* together. It is made of wood; is *strong*, *light*, often prettily shaped.

II. *Kinds of Chairs.*—The kind of chair depends on place of using, and for what used. Chairs for *kitchen*, for *parlor*, for *bedroom*. *Arm chairs*, *Easy chairs*, for sick, or tired, or old people. Briefly describe each kind. If thought desirable, this might be written, as the lesson is given, as a—

## BLACKBOARD SKETCH.

CHAIR.	For sitting on.
HAS	BACK, SEAT, LEGS.
MADE of	WOOD, is LIGHT, STRONG.
KINDS of CHAIRS.	KITCHEN, PARLOR, BEDROOM, EASY- CHAIRS, ARM- CHAIRS.

## LANGUAGE LESSON WITH PREPOSITIONS.

Draw the outline of a hill, thus; and, as you make the letters, explain in this way:

F.	R.
R.	F.
F.	

A rabbit is running away from a fox, and they come to a hill. You may take any rabbit and fox you like and make a sentence about them with the word *before*.

*Pupil.* The rabbit is before the fox.

Make a sentence with the word *behind*.

*P.* The fox is behind the rabbit.

Make one with *after*.

*P.* The fox is running after the rabbit.

Make one with *up*.

*P.* They are running up the hill.

Show me which rabbit and fox you mean in that sentence. Now make a sentence with the word *over*, pointing to the right pair.

*P.* They are passing over the top of the hill.

Make a sentence with *down*, pointing.

*P.* They are running down the hill.

Make a sentence with *water*, *runs*, and *hill*.

*P.* Water runs down hill.

Make one with *vine*, *runs*, and *tree*.

*P.* A vine runs up a tree.

Make one with *boy*, *climbs*, and *fence*.

*P.* A boy climbs over a fence.

and although it feels so cold to our hands, the snow has kept the flowers warm all winter, as our blankets keep us warm at night. But now you know the snow does not fall. We have the rain showers, and they patter so—these April showers—that I think they wake up the daisies and dandelions, too. It seems to me the little flowers think, "Well, well! I've had my nap out, I must wake up and be ready for the little boys and girls who will soon be coming to the fields, if it keeps as warm as this. What month is it now?" "April." "And what kind of showers do we call these because they come in April?" "April showers." "And next month when the daisies and dandelions bloom for us, what month do we call that?" "May." "And because those flowers come in May we call them—?" *Children.* "May flowers." Leave as a result before the children the new words, "April showers" and "May flowers." Also this:

"Patter, patter, let it roar,  
Patter, patter, let it pour;  
'Tis the welcome April shower,  
Which shall wake the sweet May flower."

ISABELLA PARSELS.

## SOME OF THE HARM DONE BY TOBACCO.

## TO THE BODY.

Poisons the saliva.

Injures the sense of smell, taste, sight, and hearing. Causes "smoker's sore throat."

Injures the stomach, causing dyspepsia, etc.

Often takes away the appetite for wholesome food.

Irritates the air-cells of the lungs.

Causes palpitation of the heart.

Weakened the muscles, causes trembling.

Injures the eyes.

Excites, then stupefies and paralyzes the brain and the nerves.

## TO THE MIND, ETC.

Makes the memory poor.

Lessens the power to think.

Weakens the will.

Makes people grow in selfishness and impoliteness.

Makes people waste time and money.

Often leads to drunkenness and bad company.

Sometimes causes insanity.—MISS BUCKLEW'S PRACTICAL WORK IN THE SCHOOL-ROOM.

## SUGGESTIONS FOR A COMPOSITION.

## AN UMBRELLA.

*Introduction.*—Draw from the children the necessity of sheltering ourselves from the weather—frequency of rain in this country—and the need of coverings to protect ourselves—elicit water-proofs, umbrellas (*show one*), and compare with parasol.

*Parts.*—Stick like a staff—what made of? *Handle* of various materials—plain—ornamented—carved—ivory—bone—silver.

*Ribs.*—Formerly whalebone—now wire—show how fastened to *stretchers*, also of wire; *runners* for opening or shutting the umbrella. *Cover* made of silk, cotton, alpaca—gingham; *ferrule* for the top of the stick.

*History and Uses.*—Formerly used as a sun-screen—whence its name *umbrella*, from 'umbra,' a shadow—first used as a protection from rain by women—first man who did it in public was John Hanway, who was laughed at—soon the want of it was considered a sign of poverty—now thousands are made—compare its likeness to a tent. (Why?)

*Cost and Kinds.*—Size, parasols, sun-shades.

## PRIMARY LESSON IN PHYSIOLOGY.—ALCOHOL.

This wonderful house, of which we have been learning, has a very powerful enemy, whom, if we once allow to get a foothold, takes possession of the whole building, meddling with all its rooms, disturbing and destroying every part of our beautiful habitation.

He weakens its walls; poisons its healthful, flowing water; makes red marks and blotches upon the outside, marring its beauty; clouds and blurs some windows and closes up others, so the fresh, clear air cannot enter; kindles such a big fire in the furnace that there is danger of the whole building getting on fire.

His great pleasure is to destroy. He makes the house sway to and fro, as if struck by a great western cyclone, and often dashes it down off its very foundations.

This enemy greets us at every corner of the street; he puts on a pleasant, smiling face and invites himself to our house. Turn away from him, there is danger in his gaze. Shun him as you would a deadly serpent, for he is more dangerous.

ANNA JOHNSON.

## LANGUAGE IN PRIMARY SCHOOLS.

*TEACHERS' WORK.*—I. We are to teach the child to read: i.e., to use written language, through the sense of sight, in gaining knowledge, as he already uses spoken language, through the sense of hearing, for the same purpose.

II. We are to teach him to write and spell; i.e., to use written language, as he already uses spoken language, in making his thoughts known to others.

III. We are to train his voice and organs of speech, so as to make him a correct and pleasant speaker.

IV. We are to increase his vocabulary, and teach him to express his thoughts with rhetorical fitness and grammatical accuracy.

V. We are to add to his fund of knowledge, and discipline his mental powers.

*EXAMPLE.*—The teacher may say, "Last summer in the fields there were beautiful white and yellow things growing in the grass. We liked to pick them. Who saw them? What were they?" *Children.* "Flowers." *Teacher.* Yes; daisies, dandelions, and other flowers. Where are they now?" *Children.* "Dead." *Teacher.* "No, I think they are not all dead. You know we go to bed to sleep and rest, and it seems as if the flowers need rest, too. Last fall, when the cold days and nights came, the little flowers went to sleep, and then the beautiful, white snow came and covered them;

WILL. BREN.

## REPRODUCTION STORIES.

## THE REFINER.

One day a man dug up a lump of gold, looked at it, and said: "There is some gold in this lump; but I cannot use it as it is; I must take it to a refiner." When the refiner got it he threw it into a melting-pot. As soon as the little piece of gold felt the heat of the fire, it began to tremble, and cried: "I wish I had lain quiet in the earth." But the fire grew hotter and hotter, and at last the gold melted, and left all the earthy part of the lump by itself. "Now," said the gold, "my troubles are over; now I shall shine." But its troubles were not over yet. The man took it once more, and began to hammer it into some shape. "Ah," said the gold, "what trouble it is to be gold! If I had been dress or common earth I should not have been put to all this pain." "That is true," replied the man; "if you had been dress you would not have had all this pain, but then you would not have become what you are now—a beautiful gold ring."

## SPARE THE WHIP.

A heavily-loaded sleigh was stuck on a car-track in Scollay Square, Boston. The street was badly blocked, and a crowd gathered, as usual. The horse pulled well, but could not move the load. "Why don't you whip him?" one man asked, and at the same time he lifted a whip and was about to ply it around the animal's legs. "Don't you strike that horse?" the driver shouted. "I've driven this animal a good many years, and know just what he can do. I have never struck him with a whip, and I don't intend to now. If you fellows will only stop your yelling, the horse will be all right. He is so frightened that he don't know what to do." Patrolman Ruby quieted the crowd, and in a few minutes the horse calmed down. Then the driver stroked his head and said, in a quiet tone, "Come, John, it's all right now." The horse made another effort and succeeded in clearing the track.

## FRIENDSHIP OF A HORSE AND A DOG.

An old horse was standing on the corner the other afternoon, and many a passer-by wondered to see the beast curve his neck every once in a while and allow a little, smooth-coated terrier to imprint on his nose a canine kiss. The dog sat all the time at the horse's head. If any one came near the horse, the dog showed every tooth in his head and snapped viciously. For many years the horse and dog have been inseparable. Each night the dog sleeps in the horse's manger, and by day the two go together wherever the owner's business calls him. The dog never allows any but his master to touch the horse, and the horse, on his side, is prone to take quick vengeance with his hoof on any dog who molests his little friend. If the circumstances are peaceful and the wagon stationary, the two animals will kiss each other from time to time. Neither animal is beautiful, but their friendship makes them so.

## THE WORK OF A FLOWER.

A little plant was given to a sick girl. In trying to take care of it the family made changes in their way of living. First, they cleaned the window, that more light might come to its leaves; then, when not too cold, they would open the window, that fresh air might help the plant to grow. Next, the clean window made the rest of the room so untidy that they used to wash the floors and walls and arrange the furniture more neatly. This led the father of the family to mend a broken chair or two, which kept him at home several evenings. After the work was done he stayed at home, instead of spending his leisure at the tavern, and the money thus saved went to buy comforts for them all. And then, as the home grew attractive, the whole family loved it better than ever before, and grew healthier and happier with their flowers.

## HOW THE CAT SAVED THE HOUSE.

One day my cat ran upstairs to the room where Jane was, and cried, "Mew! mew! mew!"

"What can the cat want?" said Jane. "The cat knows that she must not run upstairs."

So Jane went to the door; and, when the cat saw her, it said, "Mew! mew! mew!" more and more loud.

Then she ran to the top of the stairs, and said, "Mew! mew! mew!" as if she would like to say, "Come! come as fast as you can!"

Jane went with the cat; and when Jane came to the room down stairs, what do you think she saw? The

stand on which she had hung some caps to dry lay on the fire, and the caps were all in a blaze. So if the cat had not run fast, and said, "Mew! mew! mew!" to Jane, the house would have been on fire, as well as the caps.

## JUST TELL THE TRUTH.

Any one who knows he is telling the truth can afford to keep cool—even under the proverbial badgering of a pert lawyer. The boy who learns that lesson at home is fortunate.

A boy of twelve years was the important witness in a lawsuit. One of the lawyers, after cross-questioning severely, said: "Your father has been talking to you and telling you how to testify, hasn't he?" "Yes," said the boy. "Now," said the lawyer, "just tell us how your father told you to testify." "Well," said the boy, modestly, "father told me that the lawyers would try and tangle me in my testimony; but, if I would just be careful and tell the truth, I could tell the same thing every time." The lawyer didn't try to tangle up that boy any more.

## HE'LL Do.

In the autumn of 1830, a traveling book-pedlar, who afterward became the head of a well-known firm, came to the door of a log-cabin on a farm in eastern Illinois, and asked for a night's lodging. The good wife was hospitable but perplexed. "We can feed your beast, but we cannot lodge you, unless you are willing to sleep with the hired man," said she. "Let's have a look at him, first," said the pedlar. The woman pointed to the side of the house, where a lank, six-foot man, in ragged but clean clothes, was stretched on the grass, reading a book. "He'll do," said the stranger. "A man who reads a book as hard as that fellow seems to, has got too much else to think of besides my watch and small change." The hired man was Abraham Lincoln; and when he was president, the two men met in Washington, and laughed together over the story of their earlier meeting.

## THINGS TO TELL PUPILS.

THE QUEEN'S JUBILEE.—Queen Victoria ascended the throne June 20, 1837, so that by June 20, 1887, she will have reigned fifty years. The fiftieth year was a very important, almost a sacred, year among the Jews. Moses had laid it down, as a divine command, that after every forty-nine years the land was not to be sown or reaped, debts which could not be paid owing to poverty were to be cancelled, slaves were to be set free, and the land was to be restored to its original holders. The fiftieth year was to be hallowed, and liberty proclaimed throughout the land to all the inhabitants. The name *jubilee* arose from the fact that the year was announced at the close of harvest by a blast on a ram's horn or *zobel*. This great holiday was never strictly held, and fell at last into disuse, because it was found, (or supposed) not to be workable. But the name remained, and is commonly employed to denote the fiftieth anniversary of an event of vast public or private interest. It is fifty years nearly since Queen Victoria's accession, and as this event is both rare in itself, and recalls the Jewish festival, it is natural that her subjects should desire to signalize her jubilee in some special manner.

MODELS FROM NATURE.—The framework of a ship resembles the skeleton of a herring, and he who would improve aerial navigation might study the skeleton of a bird with advantage. Palissy made a careful study of the shells by the seaside in order to learn the best method of fortifying a town. The ship-worm feeds on wood, and gradually tunnels its way through any submerged timber. It also lines its burrow with a hard, shelly coating. Brunel, taking a hint from this, was the first to succeed in sub-aquatic tunneling. Mr. Paxton, a gardener, having noticed the structure of the great leaves of the Victoria Regia plant, which had been introduced into England a few years previous, struck the plan of copying in iron the ribs of the leaf and filling the remaining space, which corresponds to the cellular portions of the leaf, with glass. Thus, by copying nature, an obscure gardener became Sir Joseph Paxton, the great architect.

THE BEE'S STING A USEFUL TOOL.—The most important function of the bee's sting is not stinging, but its use by that wonderful creature as a tool. The most important office of the bee's sting is that which is performed in doing the artistic cell work, capping the comb, and infusing the formic acid by means of which honey receives its keeping qualities. The sting is really a skillfully contrived little trowel, with which the bee finishes off and caps the cells when they are filled brimful of honey. As the little pliant trowel is worked to and fro with such dexterity, the darts, of which there are two, pierce the plastic cell surface, and leave the nectar beneath its tiny drops of the fluid, which makes it keep well.

USES OF BONES.—Some bones are bleached and carved, and then turned into pretty knife-handles or fancy buttons, tooth-brush handles, pocket-combs, napkin-rings, and toys of various kinds; others are boiled to extract all the fat and gelatine they contain, which is manufactured into jellies, lozenges, sweet gums, and soaps, and perfumes. When they are not suitable for either of these two purposes, they are made into phosphate of lime, which is used to enrich the soil. Another use of old bones is to turn them into phosphorus, which is nothing in appearance only small yellow sticks, but it is such a fiery substance that it has to be kept in water for safety, for the touch of a warm hand will cause it to blaze forth into a bright flame.

A NATURAL BRIDGE.—A monkey selects a suitable branch, winds his tail about it, and lets himself hang head downwards. The second monkey runs down the body of the first, winds his tail about the neck and head of the first, and lets himself hang head downwards, a third and fourth are added, and others in succession until the chain reaches the ground. Then the lowest monkey sets the pendulum vibrating until it swings out far enough to seize a tree on the opposite bank. Over this bridge the rest of the monkeys cross. Perhaps this was the first bridge ever constructed.

THE TARANTULA.—Imagine an ordinary black spider as large around as a teacup, and raised four or five inches above the ground, and you will form an idea of the tarantula. It builds its nest in a hole it scoops out of the earth. A gentleman in Texas came across one of these nests. He said it was a little, light-colored sack, about as large around as an egg. He did not know what he held till a big tarantula sprang out of it to the ground. He then discovered that the nest contained at least fifty little tarantulas about as large as an ordinary black spider. The nest and its contents were at once consigned to the kitchen fire.

GREAT SALT LAKE.—Four barrels of water from the Great Salt Lake will leave after evaporation nearly a barrel of salt. The lake was discovered in 1850, and as yet no outlet has been found. Four or five large, fresh-water streams empty into it, and the fact that it still retains its saline properties seems to point to the conclusion that there exists some secret saline deposit over which its waters flow. There are no fish in the lake, but myriads of small flies cover its surface. The buoyancy of the water is so great that it is not at all an easy matter to drown in it.

THE ROCK OF GIBRALTAR.—On the coast of Spain is a great rock which has been named the Rock of Gibraltar. It belongs to Great Britain, and is well fortified, having a fortress and barracks upon its summit. The highest point of the rock is 1,400 feet above the sea-level, and here, upon its very top is planted the fort, while upon the west side are strong batteries with more than one thousand guns in position. The rock is three miles long and seven miles in circumference, and is of gray limestone. All along the front are galleries tunneled in tiers. These galleries are from two to three miles long, and are pierced with ports for guns, at the distance of twelve yards, throughout the entire length.

FLOWERS OF NORWAY.—The roofs of many of the houses are covered with turf for warmth, and one sees upon them frequently quite a garden of flowers which have sprung up. Sometimes there are even small trees. Many of the flowers in Norway are the same as those of New England. You see the dandelion, the buttercup, the gentian, and various other familiar flowers in the fields. In their windows, both in town and country, the Norwegians have a wealth of flowers that sets you wondering how they can raise them in such beauty and profusion. Probably the absence of furnaces and gas has much to do with their success as horticulturists.

PERIL FROM LIGHTNING.—It is said the peril from lightning is now three to five-fold greater than it was fifty years ago, owing to the vastly increased electrical intensity, induced by the charging of the atmosphere with steam and smoke at all centres of population.

SMALLEST RACE IN THE WORLD.—The inhabitants of the Andaman Islands are the smallest race of people in the world. The average height of a full-grown Andaman is four feet five inches, and few weigh over seventy six pounds. They are marvelously swift of foot, and, as they smear themselves over with a mixture of oil and red ochre, present a very strange appearance. Their skill in throwing the spear and in using the bow is only equaled by their readiness to attack strangers.

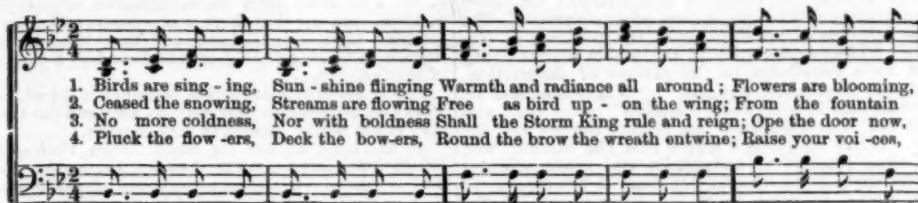
THE LETTER I.—The letter I has not always had its dot. It is not seen in the ancient MSS. written in Roman characters. The addition of the dot dates from the adoption of Gothic characters. The I's could then be easily mistaken for a u, so they were distinguished by accents written from left to right, and this practice extended to I's which occurred alone. The accents were diminished to dots as late as the sixteenth century.

The passage of the Suez canal is ordinarily made in thirty-six or forty hours, but vessels with the electric light apparatus can go through in sixteen hours.

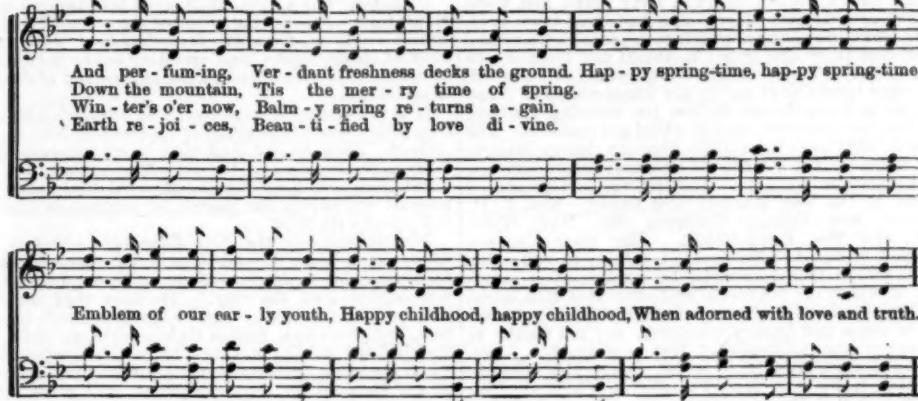
## GENERAL EXERCISES.

## SPRING.

A. A. G.



## CHORUS.



From "Happy Hours," by permission of Taintor Brothers &amp; Co., Publishers, New York City.

## ANIMAL SONG.

(AIR, "Champagne Charlie.")

BY S. JENNIE SMITH.

(This may be sung, or spoken, by fifteen, or twenty little girls and boys. It will cause a good effect if the words are said distinctly, and the sounds made by animals are well imitated. The children should also act their parts well. A bright, quick boy should be chosen for the "Boy in his Seat.")

1. WILLIE—  
 Come, scholars, let us play some game,  
 And merry we will be ;  
 A play that's new will some one name ?  
 Will some one tell it me ?  
 We long to have a happy time  
 Now that our school is out,  
 And we can run, or jump, or climb,  
 Or laugh aloud, or scream, or shout.

KATIE—  
 Let us play menagerie ;  
 That we'll do so happily.

MARY—  
 We'll be creatures of the four-legged kind ;  
 Them we'll imitate if you don't mind.

ROSE—  
 Dogs, and cats, and cows so mild.

BOY IN HIS SEAT—  
 And the others that are wild.

ALL—  
 Now leave us in peace, sir,  
 On this our happy holiday.

2. WILLIE—  
 Come gather round me then and tell  
 What you intend to be ;  
 What creature you can mimic well  
 In our menagerie.  
 I'll be the showman and you all  
 Will follow where I go.  
 You'll ever listen to my call  
 As we travel to and fro.

JULIA—  
 I'll be a cat and say, miouw !

ANNIE—  
 I'll be a dog and say, bow ! wow !

MINNIE—  
 I'll be a goat and say, ma-a ! ma-a  
 BOY IN HIS SEAT—  
 I'll be a baby and say, dadda !

ALL—

Now please not to interrupt our play ;  
 Amuse yourself, sir, in a better way,  
 And leave us in peace now  
 On this our happy holiday.

3. WILLIE—

We'll travel east and travel west,  
 And go the wide land through ;  
 Whate'er there is we'll have the best ;  
 Well have whate'er is new.  
 I'll do as P. T. Barnum does,  
 Making the whole world stare,  
 And we will surely cause a buzz  
 When we go anywhere.

JOHN—

I'll be a cow and say, moo ! moo !

ED—

I'll be a dove and say, coo ! coo !

NELLIE—

I'll be a sheep and say, ba-a ! ba-a !

BOY IN HIS SEAT—

I'll be a school-boy and say, hah ! hah !

ALL—

Now please not to interrupt our play ;  
 Amuse yourself, sir, in a better way,  
 And leave us in peace now  
 On this our happy holiday.

## TRUE LIVING.

To live is to do  
 What must be done :  
 To work and be true,  
 For work is soon done.  
 'Tis living for others,  
 To lighten their load ;  
 'Tis helping your brothers,  
 And trusting in God.

## BIRDIES' BREAKFAST.

Some little birdies,  
 On wintry day,  
 Began to wonder  
 And then to say,  
 " How about breakfast  
 This wintry day ? "

Two little maidens,  
 That wintry day.  
 Into the garden

Wended their way,  
 Where the snow lay deep  
 That wintry day.

One, with a broom,  
 Swept the snow away ;  
 One scattered crumbs,  
 Then away to play ;  
 And birdies had breakfast  
 That wintry day.

—ROBERT ELICE MACK.

## KITTY GOSSIP.

Kitten, kitten, two months old,  
 Woolly snowball, lying snug,  
 Curled up in the warmest fold  
 Of the warm hearth-rug !  
 Turn your drowsy head this way :  
 What is Life ? Oh, kitten, say !  
 " Life ? " said the kitten, winking her eyes,  
 And twitching her tail in a droll surprise.  
 " Life ? Oh, it's racing over the floor,  
 Out at the window and in at the door ;  
 Now on the chair-back, now on the table,  
 'Mid balls of cotton and skeins of silk,  
 And crumbs of sugar and jugs of milk,  
 All so cozy and comfortable.  
 It's patting the little dog's ears, and leaping  
 Round him and over him while he is sleeping,  
 Waking him up in a sore affright ;  
 Then off and away like a flash of light,  
 Scouring and scampering out of sight.  
 Life ? Oh, it's rolling over and over  
 On the summer-green turf and budding clover ;  
 Chasing the shadows as fast as they run  
 Down the garden-paths in the mid-day sun ;  
 Prancing and gamboling, brave and bold,  
 Climbing the tree-stems, scratching the mold—  
 THAT'S life ! " said the kitten two months old.

THOMAS WESTWOOD.

## WHO ?

Who runs about the house at night,  
 Giving the rats and mice a fright ?  
 She has a little coat of fur ;  
 She makes a sleepy little purr ;  
 She has four downy little paws  
 With sharp, but hidden little claws ;  
 She has two eyes, so wondrous wise,  
 And winks and blinks in grave surprise ;  
 Her little tongue is rough and pink,  
 A saucerful of milk to drink :  
 Two rows of little teeth so white  
 A foolish rat or mouse will bite.  
 Who is this little creature, pray ?  
 Can any little child now say ?

—ANNA B. BADLAM.

## A GRANDMA THAT'S JUST SPLENDID.

Grandma's eyes are dim,  
 And grandma's hair is sprinkled  
 With threads of white ; her cap's set prim  
 Above a face that's wrinkled.

But grandma's eyes are kind,  
 And grandma's smile is cheery ;  
 She likes our noise ; she doesn't mind ;  
 She calls us " pet " and " deary. "

She tells us such a lot  
 Of stories, with a fairy  
 And giant in ; she knows it's what  
 We like—something scary.

She never scolds at all ;  
 She keeps our playthings mended ;  
 She dresses dolls. She's what we call  
 A grandma that's just splendid !

—GOLDEN DAVIS.

## A BALLAD OF THE WAR.

## THE ATTACK.

Two little chaps with paper caps,  
 Flag flying and drum beating,  
 A charge across the meadow made  
 Where flocks of geese were eating.

## THE RETREAT.

The geese at this set up a hiss,  
 The soldier chaps sought cover,  
 And out of breath and badly scar'd—  
 The cruel war was over !

—F. H. STAUFFER.

"CONTRIBUTIONS TO THE SCIENCE OF EDUCATION." BY WILLIAM H. PAYNE, PROFESSOR OF PEDAGOGICS, UNIVERSITY OF MICHIGAN.

REVIEWED BY FRANCIS W. PARKER.

The surface of pedagogical discussion has been pretty thoroughly skimmed. Details of methods, devices, school management, have been presented to the full. The grist of a few well-known principles has been nearly ground out; the time has come for a far deeper and broader study of principles, else the grinding will be exceedingly small. Attempted reforms will sink into "inocuous desuetude," unless there is more searching for deeper truths and a broader application of them when found. There never was in the history of the world such lively interest in educational matters as at present; to use that interest in leading to a more profound study of education, should be the earnest desire of every thoughtful teacher. Prof. Payne, in his "Contributions to the Science of Education," has done the teaching fraternity of this country excellent service, and his book should be heartily welcomed and carefully studied, coming as it does from such high authority, Prof. Payne being the first occupant of a chair of pedagogics in this country, and that, in one of the foremost universities of the land.

The responsibility of fair, honest discussion rests upon him, and a careful reading of his book shows that, to a great extent, he is worthy of the responsibility. There are, however, some statements and, now and then, a bit of logic which need very close investigation in order to get at the full meaning; indeed, after the closest study, a few paragraphs remain obscure and somewhat inexplicable.

Chapter VI., "Mode of Educational Progress," is a severe arraignment of the so-called "New Education." The lecture composing this chapter was delivered before the American Institute, at Newport, R. I. In it page 102, Prof. Payne says, "On one side, the claim has been set up that the whole existing order of things in education, at least on its practical side, is almost hopelessly bad; and that the case is so desperate as to justify an immediate revolution." At the first sight this seems to be a grave charge against a "side." Standing as it does in the opening words of the lecture, it would seem to have peculiar force, as if the charge were to be immediately repudiated as false and worthless. This, however, cannot be the correct interpretation, as the professor himself presents the case as almost "hopelessly bad" in the strongest kind of statements. He says (page 7), "On this subject, (Science of Education), our (meaning the teachers of this country) present intellectual state is the unanimity of the ignorant." (The italics are not in the original.) After showing (pages 127-128) that a complete, or nearly complete, science of education may be found in the history of education, he says, "How are we to account for the curious fact that the teaching class, as a whole, is profoundly ignorant of the history of education?" Again he says, "If I may still use this figure, our course hitherto has been too much like that of drifting along unknown shores while on a purposeless voyage, or like that of tacking before headwinds, or of being fiercely driven, first by a gale blowing from one point of the compass, and then from another." The Professor did not, in addressing the venerable American Institute of Instruction, make use of enthusiastic or emphatic language; he did not say, "Representatives of the highest culture New England affords, you are unanimously ignorant of education as a science; and, too, my dear coadjutors, 'as a whole,' you are 'profoundly ignorant of the history of education,' which accounts for your 'drifting along unknown shores while on a purposeless voyage.'" Here is a case in which a master of style and tact makes the strongest kind of assertions in such a cold-blooded, unenthusiastic manner as not to offend his auditors, some of whom were probably more than eager to hear the "New Education" demolished; and still the assertions he did make, if true, show, beyond a doubt, the situation to be "hopelessly bad," and teachers to be unanimously ignorant of all knowledge of the science of teaching—"a quick prey to quacks and sharpers."

In discussing questions involving principles, a scientist certainly should pursue a scientific method, and give authorities and dates. It is to be regretted that the learned author has failed to give any authority whatever in regard to the person or persons who represent the case as "hopelessly bad."

The present writer has some knowledge of writing and sayings upon education, but he has no knowledge whatever of any one connected with schools, especially with reforms in schools, who intimates in the slightest degree that the "order of things in education" is almost "hopelessly bad." The statement seems to be an original contribution by the author of the "Contributions."

This obvious tendency of Prof. Payne to make statements without giving any indications as to where his facts were obtained, may be illustrated by his summing up of that undefinable something which he is pleased to call the New Education (page 184).

"It is the name for something which has no existence, actual or probable; the movement had its origin in sentiment, and its strength lies in the fact of its vagueness; wherever this sentiment appears in any strength it tends to destroy the school as it actually exists, but provides no definite substitute for it; it counsels a *vio en! revolution*, instead of an equable evolution; it employs the language of exaggeration, and appeals to prejudices and narrow views; it preaches absolute freedom and versatility, but it is *dogmatic* in its utterances and authoritative in its precepts; it repre-

sents an impulse to abandon certain errors in practice, but *rushes blindly into errors of an opposite sort*, and so is in direct opposition to normal progress." Here is a grave, nay, a terrible charge. The professor should answer two plain questions, to wit: What schools have been, or are being, destroyed? What is it which destroys them? Prof. Payne says that "the movement had its origin in sentiment," yet any process that destroys schools can certainly be described; for, even vague sentiment takes some form when expressed. The learned professor certainly owes the teachers of this country a clear explanation of the whole matter; they could, by a knowledge of the process of destruction, avoid the impending dangers. "Vagueness has its proper habitat in poetry and romance" (page 140), and surely the "Contributions" are neither the one nor the other. It can be justly claimed that the author, who is a close student of pedagogics and other sciences founded upon facts, should not compel his readers to make vague surmises as to the whereabouts of the destroyed schools, and the details of their destruction. There have been many changes in school-work in this country during the last thirty or forty years, and these changes are matters of common history. Does Prof. Payne mean the changes which took place in Cleveland twenty-five years ago, or in Cincinnati and Indianapolis shortly after? These changes were marked and decided. They have spread over nearly the whole country. They consisted in methods and devices for teaching reading, language, and number, and in school government. The "destruction" may refer to the Oswego change inaugurated in 1861. The essence of this movement was the use of objects in teaching. This reform is represented by four of the best teachers now living,—Miss J. H. Stickney, Mrs. Lathrop Williams, Mrs. Mary Howe Smith, and Mrs. Knox-Heath. Has their teaching destroyed schools? The greatest reform in education ever started in this country is the kindergarten movement, of which the venerable and venerated Miss Elizabeth Peabody is the leader. All other influences, Cleveland, Oswego, and Quincy combined, are not a tithe to the tremendous influence of the kindergarten. Mrs. Shaw in Boston, Miss Blow in St. Louis, Mrs. Blatchford, Mrs. Kelly, and Mrs. Putnam in Chicago, Mrs. Cooper, and Mrs. Wiggin in San Francisco, are doing more for the future good of this country than all the legislatures in existence.

Fortunately, Prof. Payne is not vague concerning the kindergarten; that, at least, in his opinion, does not "destroy schools." One sentence of Prof. Payne's settles the matter: a sentence which would seem a slight approximation to enthusiasm from any other pen,—"The power of the kindergarten, as it seems to me, lies in the fact that the teacher, so to speak, now listens to the heartbeats of the little child." Perhaps the author means the great change in the schools of Boston from 1876 to the present date. This change may be clearly seen by comparing the course of study of 1876, and the one now in use. The hearers of the lecture, "The Mode of Educational Progress," were thoroughly conversant with these remarkable changes, and had the speaker included them in the destructive influences to which he referred, he should have analyzed the changes, and shown what the schools had been before "destruction" came upon them. Evidently Prof. Payne does not include the Quincy Schools in his charge, for two reasons: first, these schools had no element of change, which had not been thoroughly tried in other schools long before 1875; and, second, after a visit to Miss Evans, of the Gaston School, Boston, Prof. Payne says that her teaching is the best, or nearly the best, that he ever saw. Now, the writer, who, for a time, had charge of the Quincy Schools, and to a great extent decided in regard to their management and methods, entirely agrees with Prof. Payne's estimate of Miss Evans' work. The change in Quincy was essentially in primary teaching, and Miss Evans represents in a marvelous way, the work the writer sought to bring about in all primary schools under his charge. Similar work is fast changing the schools of Boston. There can be, therefore, no personal difference of opinion in regard to essential reforms, between the writer and Prof. Payne. The riddle, however, of destroyed schools remains unread.

One point, at least, of attack the author makes definite. He quotes a portion of a preface of "Tate's Philosophy of Education," written by myself (American Edition.) The whole preface is here given, in order to show the connection (the parts quoted by Prof. Payne are italicised).

"I venture to present an extract from the Quincy report of 1878 and '79. The principles of instruction that I am trying to make the foundation of all the teaching in Quincy WERE LONG SINCE DISCOVERED AND ESTABLISHED. With a few exceptions in minor points, all the eminent writers upon philosophical teaching, from Bacon to Spencer, have explained these principles and urged their application in practice. There has been no famous teacher for the last two hundred years who does not owe his fame to the application of them. \* \* \* \* It may be asked, 'If these principles are so simple, and supported by such high authority, why are they not well known to the thousands of intelligent teachers in this state? I will answer indirectly by stating a fact. Until within a short time the best standard works upon education were not to be found upon the richly loaded shelves of the book-dealer in our American Athens.'

Happily, a change has taken place in the educational world within the last few years.

"I sell twenty-five books on education now to one I sold five years ago," is the report of one of the most prominent booksellers in Boston.

All the English pedagogical works taken together would make but a comparatively small library, and of this small number very few, indeed, pretend to discuss at any length the fundamental principles of teaching.

Methods and details of methods form the stock in

trade of most pedagogical writers. These books do very little, except to perpetuate a useless, unending strife over methods that differ, because the motives that determine them differ. The only books that radically help are those which discuss profoundly the principles and ideals of education.

When I was a young teacher with some aspirations for a situation in Boston, that distinguished educator, J. D. Philbrick, then Superintendent of the Boston Schools, told me that there was a Science of Education founded upon mental laws, and that the way to true success in teaching could only be found by a close study of that science.

I took his excellent advice, obtained a list of the best works on pedagogics and sent to England for them, as they could not be bought in this country.

At the head of the list stood Tate's Philosophy of Education. In re-reading the book I recognize the fact that it has given me more substantial aid in teaching than any other English work I ever studied. It may be that there are better books, but just at that time it was the book for me.

Its author was a firm, undaunted believer in the New Education. No one can tell what the so-called New Education really is, from the very fact that many, if not most of its principles, and resulting methods have yet to be discovered. We stand on the borderland of discovery in education.

If it is impossible to present any adequate idea of the New Education, the position of its disciples may be easily defined. They believe that there is an immense margin between the known and the unknown in education. The unbelievers, on the other hand, hold that, with some possible exceptions, the march of progress in education has closed with them.

The followers of the New Education count in their ranks every great thinker and writer upon education from Socrates to Horace Mann, "Who point to higher worlds and lead the way." Thought that penetrates hidden forces in nature and expresses itself in wood, iron, and steel, has, within eighty years, revolutionized the civilized world; is it then too much to hope for, that when the same mental energy is turned upon the evolution of thought and thought-power, still more wonderful changes will be made?

The New Education simply means the thinking, thoughtful teacher who has an ideal founded upon the vast possibilities of human development, an ideal far beyond himself, and outside the reach of methods he uses now.

The stationary followers of the old education have an ideal they can easily reach, and, having done so, the smile of perfect, pedantic satisfaction freezes on their faces, a striking manifestation of the utter complacency to be found in limited ideals.

Very few teachers can read this book without receiving fresh inspiration for the highest work ever given by the Creator of the human soul to his creatures; the work of guiding the child's being towards a realization of the possibilities of growth into goodness and power."

I attempted, ineffectually, it seems, in these hastily written lines to show that all the demands of either new, old, or any true education are simply a close and prolonged investigation of the science of education; that the "new" will always be relatively new to the honest investigator, that methods and devices have no value unless the teacher discovers the principles that makes them valid. I venture to present a quotation from the PRACTICAL TEACHER, September, 1885, page 2, which embodies the same thought: "Now if I know anything about the so-called 'New Education,' anything about the reforms of the past, of the present, anything about my own struggles in learning to teach and in helping others to do the same, the simple and sole requirement made is that a teacher should be a patient, persistent, unprejudiced, everlasting investigator of the truth, with courage enough to patiently, persistently, everlastingly, and without prejudice apply when found."

The particular point of criticism may be found in the terms, "borderland," and "immense margin." A margin, according to the learned professor, is something that has width but no length,—therefore a margin cannot be "immense."

One wholesome and sound doctrine permeates Prof. Payne's book, and that is the great emphasis laid upon the study of psychology as the only true basis of a science of education. The professor says, page 123, "The main laws of mental life for child as well as for man, have doubtless been discovered and formulated. This probability rises almost to a certainty, from the fact that mental phenomena appear in the consciousness of every thinking being, and that these phenomena have been studied by the highest intelligence of all ages. That there remains any real discovery (in psychology) yet to be made, seems to me the most improbable of assumptions."

Bain is quoted on the same page as saying, "I deem it quite possible to frame a practical science, applicable to the training of intellect, that shall be precise and definite in a very considerable measure."

In "Science of Education," page 239, Bain says: "The first act of reading is to distinguish the letters by the eye, and especially those that are nearly alike. \* \* \* \* With the visible alphabetic characters or letters we must connect their names or vocal representatives, in order to speak about them, and with a view to the future stage of spelling."

Mr. Bain "deemed it quite possible," and his own application of his pedagogics, led him to a result that may be "precise and definite," yet its truth may be fairly doubted.

The issue is a fair and square one between the "borderland theory," and the theory that the science of education is nearly complete. Mr. Payne believes that the science of education is founded upon mental

laws, and that most of the principles and methods of education have been discovered. "Every man, in fact," he says, "carries about with him in his consciousness the material of educational study, and it is for this reason that the improbability of essentially new discoveries is so much greater in education than in physical science." A man who has carried his own consciousness for fifty years or more, must, therefore, know psychology and pedagogics. There may be some exceptions to this rule.

Ribot, in "German Psychology of To-day," 1887, says (pages 1, 2, 3): "Thirty years ago, at most, if any one had dared maintain, in this country, that psychology was still in a state of childhood, and had little prospect of growth, he would have been accused of paradox. One would have advised the critic to read again the works that have been devoted, since Locke, to the different manifestations of the human spirit, and the reply would have been judged sufficient."

To-day it would be no longer sufficient for any one. The point of view has changed, and many are disposed to think differently. \* \* \* \* Although it has cut a good figure enough, the *old psychology* is doomed. In the new surroundings that have recently grown up, the conditions of its existence have disappeared. Its methods do not suffice for the increasing difficulties of the task, for the growing exigencies of the scientific spirit. It is compelled to live upon its past. \* \* \* \* *The old psychology rests upon an illegitimate conception, and should perish with the contradictions that are in it.* \* \* \* \* Feeble and old, it makes no progress, and asks only to be let alone, that it may spend its age in peace. \* \* \* \* *It does not reach the general—can never explain it.*"

Here is a clear case of Ribot versus Payne. If the *old psychology*, never "reaches the general—can never explain it," then an "immense" field, if not a wide "margin," is open to investigation. Helmholtz, Huxley, Bain, Luys, Wundt, and Hall are now busily working in this field. Helmholtz and his co-workers have recently discovered what color is, while other scientists had not even touched the "borderland" in this direction. Preyer, Darwin, Taine, and Egger have discovered something concerning the growth and development of little children. The issue between Prof. Payne and many other profound thinkers and investigators, is a very plain one. Prof. Payne believes that discoveries in the nature of the human being, and the laws of human growth and development, are nearly at an end; his co-workers believe that very much remains to be discovered. Every new fact in laws of growth has a direct influence in changing the science of education. The issue is, at least, an honest one: it admits of no sarcasm, ridicule, or contempt. It should be argued entirely from the standpoint of facts. Admitting Prof. Payne to be good authority, one must, at the same time, allow Darwin, Wundt, Helmholtz, and Ribot a thoughtful hearing.

The statements upon which Prof. Payne puts so much emphasis, that "the main laws of mental life, for child as well as for man, have doubtless been discovered and formulated," is no doubt true. And it is no less true, that there is a vast difference between the discovery of the main or fundamental law, and the discovery of the almost endless ramifications of the fundamental laws, into the laws that spring from them. Men "carried around with them" for several thousand years much philosophy, psychology, and other kinds of worldly wisdom; but it took 1615 years of Christian light to discover the circulation of the blood, and are we not justified in the assertion that no study whatever, of the physical basis of mental action, could have been possible until this discovery was made?

The terms, "borderland of discovery," "an immense margin between the known and unknown," were used in a strong and abiding faith that the "eye hath not seen, nor ear heard; neither have entered the heart of man the things which God hath prepared for those who love Him." The history of man is the history of education: not a fact, not a discovery, not an invention, not a bit of wisdom or knowledge, which does not enter into, and enhance, the means of education? The questions are: Have we reached the end? or have we made a fair beginning? Prof. Payne, in vigorously urging that teachers should study the history of education, is doing much good to the cause; his attempt to ridicule the inference that there is very much more to be known, is, at least, questionable.

In support of his proposition that there is little or nothing to discover, the professor quotes Compayré, "History of Education," pages 18, 19. "In truth for him who has an exact knowledge of the educators of past centuries, the work of constructing a system of education is more than *half* done. It remains only to co-ordinate the scattered truths which have been collected from their works, by assimilating them through personal reflection, and by making them fruitful through psychological analysis and moral faith." No one can deny the wisdom of the learned French professor's statements, especially the *half done*, which sometimes means well begun. Compayré enlarges upon the thoughts here quoted in "Doctrines de L'Education," vol. 2, page 416.

"In our eyes, the study of pedagogy is not simply a thing to satisfy historical curiosity and a taste for erudition. We look upon it as an *introduction*, a *necessary preparation* for the establishment of a better, more complete, and more exact doctrine. Guided by our memories of the past, and sustained by our hopes for the future, let us state briefly the elements of a rational theory of education, and upon what historical, psychological, moral, and political data it ought to depend. Let us sketch in the principal lines of a plan for this *new pedagogics*, which shall conform to the universal nature of man, and at the same time be appropriate for the contingent needs of society as it exists to-day; let me state what it can borrow from the works of the four last centu-

ries, and what it ought to add to them," gaining its inspiration from psychology; also, what are the difficulties which still present themselves as opposed to the essence of the philosophy of education, and which, perhaps, always will oppose it; in short, if we cannot hope to find, or have not the faculty for searching out here, in the last pages of this book, all the solutions desired, at least let us put the questions clearly, and with careful discrimination, in order to prepare this science of education, which is counted among the *desiderata* of our time, and which, once established, would put an end to the pitiful gropings and experiments which are constantly being tried."

If there is a "new pedagogics," a "new education" may be possible; indeed, Compayré himself seems to point towards a "borderland," when he says, "Education is an eternal question, for it is renewed without cessation, in the generations which succeed each other here below. It is reborn every hour with the thousands of little ones to whom God gives life, and at the same time gives souls to be developed."

Ethnographic psychology, in contradistinction to psychology proper, is the science of the assembled consciousnesses of races, peoples, nations, parties, and religious sects. Among many questions that spring from this interesting subject, is the formation of the opinions which a party or sect holds of another party or sect.

Let any reform spring up, and immediately the opponents of the reform, instead of discussing fairly the real grounds and reasons of the reformers, will invent statements of their supposed arguments and reasons and then, with great promptitude, proceed to demolish them. These false statements, and the arguments demolishing them, go from lip to lip, until they become common property; they are *stock arguments*; they preclude all necessity of any personal investigation, as they stand ready to satisfy the consciences of the unthinking multitude. We can all recall how, by this infallible means, the abolitionists were shown to be the veriest monsters of depravity.

Horace Mann, on his return from the schools of Europe, wrote his famous "Seventh Annual Report," in it he proposed several reforms in teaching; the principal ones were, 1st. Lessening of corporal punishment; 2d. The teaching of reading to beginners without, at first, teaching the names of the letters; 3d. The teaching of spelling by writing. All these measures have since been fully adopted in centres of intelligence; yet, for making them, Horace Mann was fiercely attacked by the most intelligent and learned school-teachers in this country. Thirteen pamphlets, filled with arguments, invectives, denunciation, and abuse were hurled at the great man who gave his life for the children. These pamphlets are storehouses of stock arguments; scarcely one has been invented since that time; they survive to keep the children from their birthright, though made nearly fifty years ago.

Prof. Payne seems to be under the influence of some popular opinions like these, rather than the spirit of sound, thorough investigation. This is curiously illustrated by the repetition of the long-known stock arguments against Spencer's famous sentence: "The genesis of knowledge in the individual must follow the same course as the genesis of knowledge in the race." Who has not heard the oft-repeated cry, "They don't believe in the use of books; they would banish books from the school." "Must the individual construct his own almanacs? Must he forego his newspaper and gazetteer, and depend for his news on what he can discover by travel?" "On what principle may he read 'Education' and 'Social Statics,' and 'Principles of Psychology,' if Mr. Spencer's interpretation of 'the genesis of knowledge in the race' is correct?" are some of the questions which the professor of pedagogics gravely asks. Mr. Payne's interpretation of Mr. Spencer's statement is that all knowledge imparted by words, written or oral, all the wisdom, discoveries, inventions, of the past are positively of no use, so far as the knowledge they impart, in the education of the pupil. "The past and the future," Mr. Payne says, "are both unknowable. In fact, this assumed theory of knowledge (Spencer's) ends in almost absolute agnosticism, and reduces the field of learning to the narrow dimensions that fall within the sphere of animal intelligence." Here is the usual stock argument presented with elaborations. This "interpretation" interprets itself; it is a statement utterly at variance with common sense. How so wise and thoughtful a man as Prof. Payne could have been led to make such statements can only be explained by studying the tremendous influence of popular opinion antagonistic to reform. The wisdom, history, and learning of the past, as knowledge, have nothing to do with education!!!! Spencer nor any other sane being, much less reformer, ever dreamed of such an insane proposition, yet what a great influence this statement has had upon young teachers!

"My purpose," says Prof. Payne, (page 129), "is to discover whether this new movement is in the line of historic truth, or whether it is a departure from the truth. Twenty-four centuries ago, Bias, one of the seven wise men of Greece, left to the world this aphorism: *Know and then do*. Twenty-one centuries later, Lord Bacon wrote: 'Studies perfect nature, and are perfected by experience.' In both these cases the sequence is the same, the antecedent to *doing is knowing*; we learn to do by knowing." At the present moment, all professional and technical instruction is administered on the hypothesis that knowing is the necessary preparation for doing; and the term *quackery* has been set apart to express the common contempt for the practice of learning to do by doing."

If Prof. Payne uses these ponderous sentences to prove that a human being must have a thought, in other words, must become conscious of a thought before he makes the thought manifest through his body, that is, expresses the thought: or, to put the

question in another form, if he means that doing is confined entirely to modes of expression such as speaking, writing, drawing, making, etc., and that the unknown holders of the creed, "Learning to do by doing," believe that all the necessities of human growth are met by speaking, writing, making, drawing, etc.; if he means that the believers in this creed hold that the evolution of thought need not precede expression, that expression is the only thing necessary to thought-evolution; if this is his interpretation of the "creed," no sensible person would attempt to gainsay him. There may be, however, some occult subtlety in his words, extremely difficult to comprehend. On the face, his proposition reads like an axiom, for the proof of which, no profound, ancient philosopher need be invoked. Prof. Payne says in substance (not in Contributions), that in applying this supposed creed to Normal School training, all a novice has to do in learning to teach, is to teach, "Only this and nothing more." No wonder that Prof. Payne heaps ridicule upon such an absurd and utterly untenable doctrine; it is as foolish as the fetish of an African savage. It is to be hoped that the professor will give to the world the *data* upon which his severe, though just arraignment, is founded. Here, no doubt, is the key to the destruction of schools.

The writer will not here attempt to present, in any complete way the doctrine of learning to do by doing, for two reasons: 1. There is very little modern data to present, as there has been little or no philosophical discussion of the doctrine, since the time of Comenius. 2. The entire application of the "creed" is found in preventing the wrong from being done, and doing the right thing; by "right thing" is meant those acts of body, mind, and soul, which the laws of the human being demand for its harmonious development.

The foundation of the creed is substantial; it evidently should not be covered with ridicule. "If any man shall do His will, he shall know of the doctrine." John 7: 17. Doing His will is conforming to his laws—laws of the human being,—of truth, of Nature, of God. This doing plainly consists in searching for the truth by observation, hearing, and reading; *studying is doing* and studying consists in acts of perception, synthesis, analysis, conception, imagination, reasoning by induction and deduction; the external means of studying are nature and art, oral, written, and printed language. Certainly studying is *doing*,—or, it is doing nothing.

Expression is an indispensable factor of that doing which promotes growth, but no one except Prof. Payne, ever dreamed of confining *doing* to thought-expression, and it must have come to him in the guise of a nightmare. Is it too much to say, that the professor got the opinions which he so vigorously assails and completely overcomes, from the skillful manufacturers of popular opinion in regard to reforms in education? Where else could he have obtained them?

Prof. Payne is not content with killing his imaginary foe; he evidently believes in punishment after death. He goes on to condemn and to punish. (Pages 130-131.) "If anything has been settled by the experience and common-sense of mankind, it is that action should be preceded and guided by knowledge. Now what shall be our judgment of a proposed revolution, the first, and so far announced, the only principle of which is a bald denial of a universal truth? This seems like the culmination of presumption.

Pestalozzi would reverse the car of European progress, but the latest reformers have undertaken the task of reversing the car of the world's progress. But Pestalozzi failed in his modest undertaking. We must distinguish the intellectual phase of this movement from its emotional phase; and, in respect of the former, it seems to me that the outlook is hopeless enough.

The main conclusions of this inquiry I now summarize as follows:

The promise of a "new education," as something radically different in principle and method from the education of the present, implies a gross misconception of the nature of normal progress, as well as an ignorance of what has already been done in this field of human effort.

The possibility of a complete revolution in education implied one of three things: (1) either that there is to be a radical change in human nature; or (2) a radical change in human destiny; or (3) that educational processes hitherto have not been adapted to human nature or to human needs.

As there is not the least probability of any imminent change in the constitution of the human mind, or in the conception of man's destiny and needs, and as it is inconceivable that the world thus far has been radically wrong in the practice of education, it is inconceivable that there is to be a winding-up of the present order of things in favor of an essentially new order of things."

"If any man will do the will," is a "bald denial of universal truth." A short catechism might be put as foot-notes to the next edition of "Contributions."

Who propose a complete revolution? Give name, give page, etc.

Who makes a "bald denial of universal truth?" Give page, etc.

What is the "bald denial?"

Who says that the "world thus far has been radically wrong in the practice of education?" Answer, Prof. Payne, when he says, (see Contributions, page 127) that "the teaching class, as a whole, are profoundly ignorant of the history of education." (Page 126). "I think it must be counted one of the standing marvels of educational history that so open and so inviting a field (psychology) has not been cultivated." Again, (page 7). "On this subject (Science of Education) our present intellectual state is the unanimity of the ignorant."

Who are ignorant of the history of education? Ans. by Prof. Payne (page 127), "The teaching class, as a whole."

(Page 138), "What ground is there for assuming that

there will be a wide margin between the present and the near future, in the matter of education?" Ans. by Prof. Payne (page 133), "I see no ground save in a distempered imagination." Another answer (page 14), "The particular truth I wish to emphasize is this: *A new day has dawned on the educating art; henceforth teaching is to be allied with philosophy*, and to furnish a field for the exercise of the highest gifts of mind and heart."

Henceforth the teacher may be inspired to his highest efforts by the hope of a career; he may see in his profession an opportunity to rise in public consideration by the exercise of his ability, his versatility, or his genius. And infinitely better than all this, the succeeding generations of men will attain a higher type of manhood, because, from their training, will gradually be eliminated the elements of ignorance, empiricism, and waste." Some of the unknown, despised advocates of the so-called "New Education," may mean just what Prof. Payne here says, but they haven't the power to eliminate the "elements of ignorance" from their vaguely cognized truths.

Perhaps the most striking, if not the most curious feature of the "Contributions," is the energetic and prolonged attack upon enthusiasm. Prof. Payne says: "As we listen to the fervent exhortations of the reformers, we may have almost absolute assurance of three things: (1) He is leading us away from some substantial truth that has been allowed to trespass on other and related truths; (2) He is leading us towards another truth which is greatly exaggerated, because seen through the mists of feeling; (3) These promises must be subjected to the deductions of reflection and cool common-sense before they can have a substantial value." One would think that the truth or falsity of an enthusiast's statements, as well as the statements of any other individual, depends entirely upon what he presents; and not upon *a priori* judgment; that because a person is an enthusiast, therefore he must be wrong, does not at first sight seem to be sound logic. Several equally good syllogisms may be constructed upon the plan quoted. For instance, (1) Each truth is closely related to all truth. No one is in possession of universal or complete truth; therefore, when we listen to any exposition of truth, we may be sure that the speaker, not comprehending universal truth, is not wholly correct in his presentation. (2) Each truth is greatly modified by its relation to all truth; therefore, the speaker must see his truth through the mists of ignorance, i.e., of all truth. (3) Everything we hear or read must be "subjected to the deductions of reflection and cool common-sense before they can have a substantial value." In short, the fact that one cannot know everything should give us great humility in regard to "substantial" values. Prof. Payne's statements apply equally to bilious, cold-blooded statements, as well as to the statements of an enthusiast.

The practical outcome of Prof. Payne's dogma is, "Teachers beware of enthusiasm in your work; if you are enthusiastic, you are wrong." He gives no "substantial" reasons for this statement; but coming, as it does, from a man occupying a chair of pedagogics in a great university, it must have great weight with young teachers, who may be tempted into the pitfall of enthusiasm. He quotes Pestalozzi's enthusiastic saying about turning about the car in Europe, and remarks, "How charming the simplicity and assurance." He might have quoted, at the same time, the saying of Germany's great philosopher, Fichte: "I await the salvation of Germany from the methods of Pestalozzi."

The professor seems thoroughly saturated by reading the fierce and prolonged attacks upon the gentle teacher of Yverdun. He might have said, "We are all struggling to accomplish the same great purpose—the highest good of humanity. We have many faults and errors in regard to the best way. Let us understand each other, and then in the kindest spirit criticise each other's mistakes; but above all, let us not lose the all-important battle in this mist of ignorance, by attacking and ridiculing each other." It is extremely difficult not to be enthusiastic while there is so much sin, vice, poverty, and misery in this world, and there are such boundless riches in the way of means to prevent them; still, if enthusiasm is wrong, that ends the matter; cold-blooded logic must take its place.

A complete review would embrace the discussion of several other questions, such as, "From the Known to the Unknown," the terms "Nature" and "Natural," "The Normal School Problem;" but there is a limit to the capacity of these columns. All teachers should read and carefully study the book. There is no attempt at a complete presentation of the Science of Education in it. The writing is very uneven, varying from the greatest fairness in discussion, to the opposite. The two points which Prof. Payne constantly urges are, (1) the unremitting study of psychology as the only basis of a science of education; (2) that a knowledge of the history of education is indispensable to all progress in the art of teaching.

This sound advice stands above all the demerits of the book. All teachers of whatever shade of belief can rest the case, if the study of psychology, history of education, and pedagogics are made essential to success in teaching. Honest investigators will lead us gradually to see more nearly eye to eye. Horace Mann once wrote a reply to a violent attack by the notorious 31. "Reply to the Remarks of Thirty-one Boston Schoolmasters," page 6: "If I had fallen into errors, no one could be more rejoiced than myself to have them pointed out, for I regard the man who detaches an error from my mind as more my benefactor than he who should extract a cancer from my vitals; and if friends are so faithless as not to disclose one's faults, it is almost worth while to have an enemy to expose them."

Ridicule, sarcasm, "vague surmises," and unreasonable attacks without data, or reasons, do not point out errors; and, therefore, can have but little substantial value.

Prof. Payne, with one exception, "Learning to do by doing," finds nothing in the creed or statements of the unknown supporters of the so-called "New Education," but "an ejaculation, an aspiration, or a sigh." He speaks of the case as "hopelessly bad," of "wholesale denunciations," and does not give one word of authority for his "wholesale" statements. There are thousands of teachers in this country, who are earnestly, honestly, and faithfully struggling towards the light; they make countless mistakes, fall into countless errors; the honesty of purpose which will lead them to see their failings, and to persistently investigate every important subject, is the only safeguard, and the only true means of progress. On the other hand, there are thousands of teachers who seek some pretext for inertia; they blindly cling to tradition, and look everywhere for some solace in their distress. High on the pedestal of a chair of pedagogics stands a man who cries out, "Beware of the 'New Education,'—it tends to destroy schools,—it is nothing but an ejaculation, an aspiration, or a sigh. It takes away your landmarks and gives you nothing in place of them." He tells them of no book, of no school, or any data whatever, from which they can subject "to the deductions of reflection and cool common-sense;" he simply cries, "Beware!" As it is, any teacher who does not wish to investigate for himself, can point to any method or device used in school, and think that is the "New Education;" therefore, according to Prof. Payne, "that is wrong."

On the one hand, the book is of great value to teachers, as an incentive and guide to study; on the other hand, it is a one-sided discussion in which the author presents opinions that no sane man ever dreamed of, and then, with great gravity, overcomes them.

The influence of popular opinion, rather than "cool common sense," stands decidedly in the way of the usefulness of this, otherwise, good book; Payneism, however, has some great merits, if taken with "the deductions of cool common-sense."

## EDUCATIONAL NOTES.

### ALABAMA.

The teachers' institute for Jefferson county met at Warrior, April 6. The attendance was large, and the teachers were enthusiastic. The discussions of the various subjects of school work were animated, and to the purpose. Several distinguished teachers were present, among them Hon. Solomon Palmer, state superintendent of education. Much good was done, especially in causing the parents and the patrons of schools to understand the great object of the teacher, and in securing better co-operation on the part of the patrons. The teachers of Jefferson county rejoice that the law has made it the duty of our county superintendent to visit the schools, and devote his whole time to the work of building up our public schools. Our next institute will be held the second week in July.

### CONNECTICUT.

Superintendents Harrington, of Bridgeport, and Dutton, of New Haven, have recently been unanimously re-elected.

The Fairfield county teachers' association will meet at South Norwalk, May 20-21. A large meeting is expected.

### GEORGIA.

Dr. A. D. Mayo, of Boston, the celebrated educational lecturer, spent a week in Columbus recently, and during the time delivered two splendid lectures to the public generally, and several special ones to the teachers of the public schools. They were enthusiastically received, and are calculated to do great and lasting good.

Teachers throughout the state are rejoiced to know that our Peabody teachers' institute will not be discontinued this summer, as it was at one time feared that it would be. Dr. Orr, the state school commissioner, announces that the secretary of the Peabody fund has again generously placed at his disposal an amount for carrying on the institute, and that it will be conducted at Atlanta this summer, beginning July 18, and lasting one month. The best teachers and lecturers obtainable will be employed. This institute has been very largely attended during the past two years, and is doing incalculable good. It is now generally recognized as an extremely valuable adjunct to the educational work of the state.

The twenty-first annual meeting of the Georgia teachers' association will be held at West Point, May 3, 4, 5. An excellent program has been prepared, and a large attendance is expected.

A site for the proposed state school of technology in the city of Atlanta has at last been selected. The plans and specifications of the buildings have been prepared, and work on them will begin as soon as the contracts can be let out. The commissioners announce that, if no mishap befalls, the institution will be open for students by September, 1888. The establishment of this school is the most important educational step that Georgia has taken since the war.

Columbus. Correspondent.

J. HARRIS SHAPPEL.

### KANSAS.

The teachers of the north, and western part of Mitchell County have arranged to hold regular meetings once a month. The movement was started by Supt. D. W. DeLay.

### NEW HAMPSHIRE.

At the annual school meeting in Franklin, Omar Towne, John W. Staples, and Parker C. Hancock were chosen members of the board of education. It was voted to raise \$3,500, for schools and repairs, more than the law requires; \$15,000 for the building of a new school-house, and the purchase of land in the vicinity of the high school building at the Falls, making the whole amount of money raised for school purposes upwards of \$20,000.

Hon. E. B. S. Sanborn retires from the board after a continuous service of eleven years, with the sincere respect and good wishes of a majority of his fellow citizens. What he has accomplished for the welfare of the schools, in the erection of comfortable and elegant school buildings, and in their general advancement, will

prove a fitting monument to his memory during this generation. Miss Flora Estes has resigned her position as assistant teacher in the high school in Rochester.

John S. Adams has been re-elected on the Peterboro school board for three years, and \$12,000 has been appropriated for a much needed new school in the village. The high school opened the spring term with A. S. Annis and Jennie E. Hadley as teachers.

Prof. John H. Wright, Dartmouth '73, who went from the associate professorship of Greek in Dartmouth College to fill a similar position in Johns Hopkins University last September, has accepted the chair of Greek literature in Harvard University, and will begin his duties Oct. 1, 1887.

Concord. State Correspondent.

ELLEN A. FOLGER.

### NEW JERSEY.

From the report of Supt. C. E. Meleney, of Paterson, we glean the following interesting points: The total number of schools and departments is 24; total number of teachers 170; the average enrollment, in both day and evening schools, 9,008; the per cent of attendance 84. He says of primary schools:

"The training of little children in the first year of their school life is gradually changing in the direction of the kindergarten. Experience is making more apparent the necessity of a better adaptation of the appliances and facilities of the school to the powers and capacity of the children. Instead of cramping little heads with what we grown people have supposed they ought to contain, science shows us that the little child's faculties which are to be developed in a certain way, at a fitting time, and by suitable appliances and methods. A step has been taken in this direction. We now have eight teachers engaged in kindergarten work to an extent suitable for children five or six years old. This has been done without all the conveniences of a perfectly equipped kindergarten, and with materials furnished by the teachers, the principals and the superintendents each contributing a little."

During the past year drawing has been introduced into all the schools. Supt. Meleney's views on this branch of the work are particularly valuable:

"A complete course in drawing depends upon more than drawing books and manuals; it means something more than making copies from the books. It embraces studies in form, making forms, modeling, object drawing, working drawings, views of objects, etc.; in short, a complete training of the hand and eye as an introduction to industrial work. Drawing has been introduced as the simplest and most feasible feature of manual activity of children, and encourages improved habits of study and observation. Its bearing upon the industries of the country is shown by the fact that the development and extension of industrial drawing in elementary schools has induced the technical training of the future artisans at an earlier age than formerly. When the study of drawing shall find a place in the schools equal to its importance, and when its companion elements of manual development are provided for in the public school system, we may expect a greater number of skilled and expert workers, both men and women. The direct bearing of this feature of education upon the development of skilled labor, and its application to the industries of our city, make it of especial importance."

Concerning manual training he says:

"The development of this department of education has been referred to incidentally in previous sections of his report, particularly in connection with the kindergarten, from which it is to be developed, and in connection with drawing, which has been introduced also as another step in this direction; yet it is a subject of such importance as to require a place even though necessarily brief. A brief, comprehensive, and authoritative summary of the claims of those who advocate manual training, has been set forth by the Industrial Education Association of New York, which is quoted in part in the superintendent's report.

I am convinced that a small appropriation would enable us to make a beginning of manual work in one or more schools which would demonstrate the practicability of the idea. I am aware that our limited appropriations makes this recommendation an embarrassing one, yet it is a live question to-day, and demands the attention of the board, even though we may have to look to the future for a complete grafting of it upon our school system."

### OHIO.

A fifteen-year-old boy stabbed Miss Ida Lysle, a school teacher at Bloomville, O., recently, because she chastized his younger brother. Her injuries are serious.

### PENNSYLVANIA.

Prof. John Ballantine has been elected to the chair of ancient language, in the new state normal school at Clarion.

The trustees of the Cumberland Valley state normal school have elected Miss Alice Baugher teacher of music.

The high schools of Clearfield and Osceola Mills have been making additions to their libraries. Each school has recently given an entertainment to raise money for that purpose.

The Philadelphia alumni association, of Princeton College, held its twentieth annual banquet at the Hotel Bellevue, April 1. Nearly a hundred alumni were present.

The alumni association of Franklin and Marshall College, for Philadelphia, was organized the evening before the above.

Hon. M. B. Hughes informs us that an effort is being made in the present legislature to increase the state appropriation for public schools from \$1,000,000 to \$1,500,000.

The six-month school law has been killed in the Senate.

Gov. Beaver appointed Friday, April 23, as Arbor Day. Pennsylvania is blessed with two Arbor Days each year,—one in the

### TENNESSEE.

Hon. Thos. H. Paine, ex-state superintendent of public instruction, has been elected superintendent of the Jackson schools, to succeed Hon. Frank Smith, recently appointed state superintendent.

The city schools of Tullahoma closed on April 15, the funds being insufficient to sustain them longer. They have just completed a \$6,000 building. The schools, under the management of Supt. Brooks, have attained an enviable reputation.

The general assembly recently refused to appropriate the \$500 usually granted the state superintendent for traveling expenses. The requisite amount will be furnished by the teachers of the state, I think.

Gallatin has erected a \$14,000 building, and will inaugurate a system of free graded schools in the fall.

The towns of Tennessee are rapidly levying municipal taxes, and organizing free schools. Under the guidance of Supt. Smith, we expect great development in the next two years.

The Union City schools closed on April 15. Lack of funds is the cause. The amount appropriated would have been sufficient but for the fact that additional teachers had to be employed, desks purchased, etc. The same thing would have occurred at Jackson, but for the fact that the board of mayor and aldermen last week increased the appropriation \$1,000.

## VERMONT.

Among the beautiful foothills of the Green Mountains, where they begin to sink into the rolling plains about the headwaters of Lake Champlain, there has stood for one hundred years the oldest institution of learning in continuous service in Vermont. It was started as the Rutland County Grammar School in 1787, while Vermont acknowledged allegiance to no power except its own governor and legislature, and while Indians were still plentiful in many parts of the commonwealth. Before many years the institution had grown to have a wide reputation as Castleton Seminary, and sent its sons to Harvard, Yale, Amherst, Middlebury, and other eastern colleges, while its daughters—for it was co-educational—went as teachers to all parts of the country. The school has had many vicissitudes, but has never yielded to the storms that have sometimes beaten upon it, and now it is a part of the normal school system of the state as well as a seminary. On August 10, it will celebrate its centennial anniversary with the pomp and circumstance due to such an interesting occasion. Committees are hard at work making plans for this, and calling in as many of the absent children of the school as possible. The executive committee consists of Judge J. B. Bromley, A. E. Leavenworth, principal of the school; D. D. Cole, E. H. Armstrong, Henry L. Clark, and Walter E. Howard, while the committee on correspondence is headed by Walter E. Howard, who has the assistance of Margaret K. Adams and Marie O. Northrop. The latter committee hopes that all who are to attend the celebration will send word as soon as possible, and that as many names and addresses of former pupils may be sent to Mr. Howard as can be learned by every old Castleton boy or girl who hears of the centennial.

## WEST VIRGINIA.

The West Virginia educational association meets at Charleston, the capital of the state, July 5, 1887. The program is not yet prepared, but it will be one of the best ever presented in the state. It is the intention to have the papers embrace the live questions of the day—not merely technical points on the theory and practice of teaching, or how examinations should be conducted, but how our schools can be made more efficient, in order to attain the great end for which established. There will be two, if not three, evening lectures. O. S. Long, clerk of the supreme court of appeals, will be one of the lecturers, the others are not yet secured. Hon. E. E. White, superintendent of schools in Cincinnati, O., and Dr. N. C. Schaeffer of Pennsylvania, are both expected to be present. The people of the state are beginning to realize that the meetings of the representative educators of our state, set in motion forces that operate for good to the schools during the year following; hence the different sections of the state are very anxious to have the teachers meet with them.

Prof. U. S. Fleming, and his corps of assistants, are doing splendid work in the Grafton public schools. He is one of our very best educators.

Wheeling. State Correspondent.

F. H. C.

## WISCONSIN.

Arrangements for the Wisconsin summer school of sciences, to be opened at the state university about the middle of next July, are assuming definite shape. Physiology and zoology will be under the charge of Prof. Birge; Prof. Daniels will have the chemistry; Prof. King of River Falls, the physics and botany; Prof. Heritage, the Latin; and Prof. Stearns, the psychology and general methods. There will be ample facilities for laboratory work, and the libraries of the city will be accessible to members of this school.

The Wisconsin teachers' association has appointed the following committees in the interest of the National Association: City schools, W. E. Anderson, W. H. Beach, Albert Hardy; district schools, E. C. Wissau, Mrs. J. C. Sherwin, Henry Severin; industrial exhibit, J. K. McGregor, E. R. Smith, L. H. Clark; kindergartens, Mary J. McCullough, Helen M. Dewey; state schools, A. O. Wright, J. W. Swiler, Mrs. Sarah F. Little; university and colleges, W. C. Whitford, Alexander Kerr, A. W. Burr; normal schools, the presidents of the five schools; business colleges, R. G. Denning, C. H. Keyes has been appointed general manager of the exhibit.

Residents of the village of Oakfield, Fond du Lac county, have subscribed \$1,000 toward the erection of a high school building in that place. They agreed to raise \$1,000 more by taxation of village property.

Prof. R. D. Salisbury, of Beloit College, expects to leave for Europe this spring, for a year or two of study. A reception was recently given in his honor by the faculty of the college.

Albion Academy, in Dane county, has entered on a period of prosperity, under the management of Prof. S. L. Maxson. Its attendance has reached nearly one hundred.

Prescott has commenced the construction of a new high school building, to cost \$15,000, and to be provided with the best modern apparatus for heating and ventilating.

Forty new students have been admitted to the normal school at Oshkosh, at the opening of the spring term.

B. F. Grogan, formerly county superintendent of Sheboygan county, and principal of the Sheboygan high school, is now editing a paper at Canon City, Col.

A novel and valuable exercise has recently been inaugurated by the faculty of the Oshkosh normal school. Meetings are held by the students for the purpose of social culture. Social observances are discussed, and instructions are given by the faculty on manners, etiquette, and kindred subjects, at these meetings. Occasionally receptions are given by the faculty in which these theories are put into practice. The plan meets with general approval among the students, and is worthy of adoption by all similar institutions.

St. Francis. State Correspondent.

B. A. BELDA.

## JERSEY CITY.

A very interesting and largely attended meeting of the city teachers' association was held at the high school building on the 20th. Prof. B. C. Unseld, with pupils from public schools No. 3, No. 4, No. 7, No. 8, furnished the music, which was exceptionally good. The professor explained the Tonic-sol-fa system, showing its advantages, and the ease with which pupils master it. State Supt. of Education, Hon. E. O. Chapman, gave a short, interesting, and practical address on the "Relation of Teachers to their Pupils."

The feature of the occasion, however, was blackboard sketching and chalk talks, by Prof. Geo. E. Little, of Washington, D. C. The teachers were delighted at his work, and would have been willing to listen an hour longer.

## NEW YORK CITY.

One by one the landmarks of the Revolution are disappearing. Hamilton Grange, located on the east side of Teoth avenue, between 141st and 145th streets, once the home of Alexander Hamilton, has been invaded by a small army of mechanics and laborers, who are digging sewers, grading streets, building houses, and otherwise forcing the natural beauties of scenery to give way to the march of modern improvements. Convent avenue is laid out through the centre of the farm. Of the thirteen trees planted by Alexander Hamilton, it is said, to commemorate the original states of the Union, twelve are still standing. The other tree died about the time that South Carolina seceded from the Union.

A festival matinee was given at the Metropolitan Opera House April 14, under the management of Augustin Daly and A. M. Palmer, to aid the directors of the Catholic Protectory at Westchester in erecting buildings to replace those destroyed by fire in December. The fire caused a loss of \$20,000 over the insurance.

It will be of general interest to our readers to know something of the character of this excellent institution. In the boys' department the training is directed to an extended variety of arts, including printing, stereotyping, tailoring, shoemaking, weaving, baking, carpentering, chairmaking, blacksmithing, the machinist, and wheelwright trades, farming and gardening. The girls are instructed in sewing and in glove making, and housekeeping arts. As high a standard as possible is sought in the different trades, the idea being that boys and girls should be enabled through this training to acquire a skill leading to prosperous activity and a respectable position in life.

As a stimulus to good work the boys are offered remuneration for skill. By this arrangement a lad leaving the shoe shop not long ago had \$66.95 to his credit. The discipline of the workshop has proved the most effectual corrective of idle and evil propensities, almost universally existing with the destitute and untrained class received for elevation as well as protection.

School instruction fills some hours of the day for each pupil. The school system is also not without plenty of play. The Westchester farm, purchased in 1865 for the permanent location of the Protectory, contains, in addition to its 150 acres of arable ground, a considerable extent of meadow land. By flooding about twenty acres of the latter, the boys have royal sport in skating. A bathing ground of 12 acres borders a salt creek, forming an inlet of the Sound. The different college teams in the vicinity are familiar with the advantages of the ball ground. The Protectory boys also maintain a military band and an orchestra. With over a hundred pieces, they form no insignificant company. 2,000 or 3,000 young people, guarded at Westchester from the ills of poverty and ignorance, are a healthy multitude. One-half of one per cent. of their number is the estimated death rate among them.

Columbia College celebrated its hundredth anniversary, April 13. Old King's College was originally founded in 1754, but the charter was renewed and confirmed by the legislature of New York in 1787. The centenary of this date was a great day in the history of the college. In the morning, appropriate literary and religious exercises were held in the Metropolitan Opera House. Gen. Woodford made the introductory address. Then he introduced Frederic R. Coudert, '50, as the centennial orator. Mr. Coudert spoke of the power of knowledge when backed by intelligent manhood, and of the dangers to the coming generation of a loss of its faith, as a result of the great independence of thought and speech which has been achieved in the past century. This was Mr. Coudert's idea of the sort of university which is to educate the coming generations of youth:

"The true university is that which teaches nothing that is useless, and everything that is useful and good. Its aim should be to form a class of men who, by their training, moral and intellectual, would be the model men of the country, in the government of which they might be expected to take a large and useful part. I would be bold enough to say that the real university should concern itself in ripening useful talents, in eliminating useless and idle theories."

Before conferring the degrees, President Barnard announced that he had received a magnificent offer in the interests of the college. A number of gentlemen, who did not desire to be named, had expressed their intention of endowing a chair of rabbinical Hebrew, and the donation would amount to \$100,000. The degree of Doctor of Letters was conferred on twenty-three persons, four of whom were absent. Among them were George William Curtis, the Rev. Dr. H. S. Storrs, George Bancroft, Andrew D. White, Amelia B. Edwards, and Alice Elvira Freeman, president of Wellesley College.

Twenty eight persons received the degree of Doctor of Laws. Among these were Mayor Hewitt, Judge Andrews, Judge Rapallo, Judge Earl, Frederic R. Coudert, Chief Justice Morrison Waite, of the United States Supreme Court; Daniel Manning, John Tyndall, and Maria Mitchell, astronomer at Vassar College. Eight persons were made Doctors of Divinity, among them Phillips Brooks, of Boston.

An original centennial poem was read by the Rev. George Lansing Taylor, S. T. D.

## LETTERS.

## ANSWERS TO TECHNICAL QUESTIONS.

These questions can be found in the JOURNAL of April 2.

1. I mark on the scale of 100, perfect; 90, good; 80, fair; and 70 and below, poor. In marking, a thorough acquaintance with the peculiarities of recitation and habits of study of pupils is necessary, if justice is done. A pupil should be given more than one trial before "poor," or even "fair," is given, since some pupils can tell more about a lesson in a half-dozen words than others in as many sentences. Mark for what the child actually knows or does. J. P. TOWN.

2. The constituency of a representative includes all citizens of his district. DR. N. B. WEBSTER.

3. Pyramids of Egypt, The Sphinx, Hanging Gardens of Babylon, Mausoleum of Mausolus, Colossus of Rhodes, Temple of Diana at Ephesus, and the Pharos of Alexandria, have been called the Seven Wonders of the World. By some writers the Statue of Jupiter Olympus, by Phidias, has been named instead of the Sphinx. N. B. W.

4. Yes, it is proper to say Mr. and Mrs. President Cleveland. N. B. W.

5. Washington and Dakota are not states. N. B. W.

6. A locus in geometry is any line or surface traversed by a point moving according to certain fixed conditions. If the condition is uniform distance from a fixed point in one plane, the locus is the circumference of a circle; but if in all possible planes, it is the surface of a sphere. N. B. W.

7. By the French as far as it is national. N. B. W.

8. John J. Ingalls, of Kansas, is President of the Senate for the 50th Congress, and hence Vice President of the United States. He occupies a curious position. As senator he is liable to *expulsion*, but not to *impeachment*. As Vice-President he is subject to *impeachment*, but not to *expulsion*, according to the constitution. N. B. W.

9. The product of any quantity, (fractional or not), by a multiplier less than one, must be less than the multiplicand, because the latter is taken less than once, and a whole is greater than any of its parts.

A quotient is how many times the divisor can be taken from the dividend, (fractional or not), and if the divisor or subtrahend is a fraction, or less than one, it can be taken more times than one is contained in the dividend, and hence the quotient is larger than the dividend. N. B. W.

10. Amt. of \$1,500 for 4 ms, at 7 per cent. = \$1,535. " " " 81,000 " 3 " 7 per cent. = \$1,017.50.

Sum of payments, with interest, = \$2,552.50.

\$3,500 - \$2,552.50 = \$947.50, bal. of debt.

Amt. of \$1 for 3 ms, at 7 per cent. = \$1.0175.

\$947.50 + \$1.0175 = \$951.50 + present worth. J. E. G.

11. Dionysian festivals were held in Athens and Attica in honor of the god Dionysus or Bacchus. The first permanent theatre in the world was built at Athens by Philos, B.C. 420, for the exhibition of the Dionysian or dramatic contests. There were four of these, occurring in the 6th, 7th, 8th, and 9th months, respectively, of the Attic year. Some account of them may be found in Anthon's Classical Dictionary, p 1306. The *Dionysia* were in charge of the highest magistrates of the state, and were regarded as the dramatic Olympia of Greece. As connected with religion, they were also called the Dionysian rites. The period of the celebration of the *Dionysia* has been called the "Dionysian Period." I know of no other such period. The name was not derived from Dionysius, but from Dionysus. N. B. W.

12. *Recoica de la Palma*, near the Rio Grande, where Gen. Zachary Taylor defeated the Mexicans under Gen. Arista, May 9, 1846, has been called the "River of Palms." The proper signification is the "Ravine of Palms." N. B. W.

13. Fuel burns faster in cold weather because the air is denser and drier than when warm, and hence has a greater proportion of oxygen to oxidize, or burn the coal, or wood. N. B. W.

14. The horse grazes  $\frac{1}{4}$  of a circle, which is  $\frac{1}{4}$  acre. Then the area of entire circle is 2 acres. Required to find the radius of this circle or length of rope.

$160 \times 2 = 320$ , No. sq. rds. in 2 a.

$320 \div 7854 = 407.43$ , sq. of diam.

$\sqrt{407.43} = 20.18$ , twice length of rope.

$20.18 \div 2 = 10.09$ , length of rope in rds. J. P. TOWN.

15. Election day is not a national legal holiday, but is made a holiday in some states. N. B. W.

16. The teacher or pupils will be wise to make fires if the "district" refuses, as the party most interested in cold weather. N. B. W.

17. By observing height of column of quicksilver or the hand of an aneroid. As we ascend a mountain, the air becomes rarer, hence a less amount of pressure is exerted, and the mercury in the barometer falls. Tables have been constructed showing the amount of fall for 1,000 ft. J. P. TOWN.

18. This example illustrates the need of historical and comparative language-study. Historically, *might* is from *mihte*, past tense of the Anglo-Saxon verb *magian*, to be able. Logically, the proposition is the apodosis of an unreal condition in present time, the protasis being suppressed. English by no means preserves the delicacy of distinction in the expression of conditions which is found in Latin and Greek and other synthetic languages; still, in English as in all languages, that which is conceived as impossible is expressed by a historical tense, probably relating to the time when the impossibility began, e.g., "If I were you, (but I was not created you), I should act differently." CLARENCE EDWARDS.

19. In silence by writing from dictation. N. B. W.

20. In England, half-penny stamped postal cards were issued to the public Oct. 1, 1870. I find no account of their use in Austria or Germany at an earlier date.

Postal cards were in use in Canada in 1872, and were first issued in the United States in May, 1873. They were first used in France in 1873, and before 1875 were general in Europe. In 1875, after January 1, international postal cards, costing two cents in the United States, were in use between all the leading European countries and the United States, as agreed on at the International Convention at Barne, in October, 1874. N. B. W.

## PERSONS AND FACTS.

The late John G. Saxe received many requests for his autograph, even during his last illness. The day he died, one came from a boy in a far western village. It came too late.

During the latter years of his life Rev. Ray Palmer gave much attention to Latin hymnology.

Mr. Oscar Strauss, the new minister to Turkey, is of Hebrew birth. He is the author of a book on republican government.

The committee, having charge of the movement for the raising of funds for the erection of a monument to Henry Ward Beecher, have decided to invite Rev. Dr. Joseph Parker of London, to come to New York and deliver an oration next October.

The office of the *Boston Pilot* boasts of three poets,—John Boyle O'Reilly, James Jeffrey Roche, and Miss Katharine E. Conway.

Mark Twain gets from his English publishers royalties amounting to \$5,000 a year.

Professor Tyndall's resignation of the professorship of Natural Philosophy in the Royal Institution, which he has held since 1853, has been accepted with deep regret by the managers.

The twenty-third anniversary of the death of Gen. Sedgwick, at Spottsylvania, will be celebrated, May 12, by the dedication of a monument to his memory.

Dr. McCosh has subscriptions amounting to \$42,300 for Princeton's art school.

The Coronet made two hundred miles a day, for a week, in the great ocean race.

Emperor William received five furniture vans full of presents, on the occasion of his ninetieth birthday.

George C. Gorham of Washington, will write the biography of Edwin M. Stanton. He expects to have it finished in two years.

The number of victims of the Buffalo hotel fire has reached fourteen.

Anthony Barrios, son of the late President of Guatemala, is a student of West Point, and young Zarala, son of the man who overthrew and caused the death of President Barrios, is also at West Point, and is his classmate.

A Boston man secured a rare book the other day, at the auction sale of the library of the late Prof. Mitchell of the University of Pennsylvania. It was one of the two copies in existence of "The General Laws and Liberties of the Massachusetts Colony," Cambridge, 1672. The other copy was sold five years ago for \$500; the lucky Boston man secured his for \$2.

## THINGS OF TO-DAY.

Marshal Bazine was attacked by a Frenchman in Madrid, April 18, and stabbed in the head.

The London Skinners' Company has evicted many tenants from its estates near Londonderry. The tenants made a strong resistance.

Alexander Mitchell, the Milwaukee millionaire, died at the Hoffman House, in New York, April 19. He left property valued at \$20,000,000.

Another plot was discovered recently to kill the Czar of Russia.

The bill for prohibition in Newfoundland was defeated in the Assembly by the casting of a vote by the speaker.

The railroad committee of the New York senate reported adversely the bill, allowing the construction of the Broadway elevated railroad.

A memorial service for the late ex-President Arthur was held in the Assembly chamber in Albany, on the evening of April 20. Chauncey M. Depew delivered a eulogy.

The Ameer's army was defeated recently in Afghanistan, in a battle with the rebel forces.

The kidnapping of a French official, on French territory, by German police, is causing considerable war talk in Europe.

The Illinois legislature has decided to provide manual labor for the convicts.

James Russell Lowell sailed for England, April 21. Before leaving, the position of overseer of Harvard University was tendered him, which he declined.

There is a growing sentiment in Nova Scotia in favor of annexation to the United States.

In view of the strong feeling in Canada against the British government's action towards Ireland, the Dominion government has refused to contribute towards a military demonstration on the fiftieth anniversary of Queen Victoria's accession to the throne.

Queen Kapiolani, of the Hawaiian kingdom, will attend Queen Victoria's Jubilee in June.

A monument to John C. Calhoun has been erected in Charleston, S. C.

In answer to inquires whether he was in favor of a reconciliation with Italy, the Pope said that he wishes peace with Italy, but he has never thought of abandoning the rights of the church, or the papacy.

A schooner was wrecked off the coast of Oregon recently, and thirty-three lives were lost.

Gen. Alexander R. Lawton of Savannah, has been appointed minister to Austria.

William C. Dole, professor of athletics at Yale College, died April 18. His eldest son, William Dole, is professor of athletics at Cornell University. Lester C. occupies the same position at St. Paul's school, and Frank is in charge of athletics at the university of Pennsylvania.

President Cleveland reviewed the emancipation procession in Washington, April 18.

If the liver and kidneys are sluggish and inactive, Hood's Sarsaparilla will rouse them to prompt and regular action. Take it now.

## BOOK DEPARTMENT.

## NEW BOOKS.

**HANDY MANUAL OF USEFUL INFORMATION.** Compiled by Prof. Geo. W. Conklin. Chicago: Geo. W. Ogilvie, Publisher, 226 Lake Street. 316 pp. 25 cents.

In this little volume, which is really a pocket edition, will be found as much closely printed matter as can be pressed into service in so small a space. It teams with information on more than two thousand subjects, and two million facts of greater or less value are given to the public by Professor Conklin, in this one small book. Among other things will be found statistical tables of practical value for merchants, mechanics, editors, lawyers, printers, doctors, farmers, lumbermen, bankers, book-keepers, politicians, and all classes of workers in every department of human effort. Its facts will be seen to be an epitome of matters historical, statistical, political, and geographical, with others of general interest. Its statistics are brought down to date, and will be found correct in all particulars. Any one wishing information on a multitude of practical points, should have a copy of this "Handy Manual."

**PERLEY'S REMINISCENCES OF SIXTY YEARS IN THE NATIONAL METROPOLIS.** By Ben: Perley Poore. Illustrated. Hubbard Brothers, Publishers, Philadelphia. Vol. I, 547 pp.; Vol. II, 543 pp.

Two books containing a greater mass of interesting matter than the first and second volumes of "Reminiscences" can hardly be imagined. They are the result of sixty years' experience; and in their preparation, Mr. Poore, so well known as veteran journalist, clerk of the Senate printing records, editor, and author, has brought together facts illustrating the art, genius, humor, eccentricities, jealousies, ambitions, and intrigues of brilliant statesmen, ladies, officers, diplomats, lobbyists, and other noted celebrities of the world that gather at the center of the nation; besides, descriptions of imposing inauguration ceremonies, gala-day festivities, army reviews, etc., etc. The object of the author is to give personal details concerning prominent men and women in social and political life at Washington, since he has known it. He has, too, especially endeavored to portray those who have enacted the laws, and interpreted and enforced the provisions under which the United States has advanced during the past sixty years. In narrating what has transpired within his recollection, Mr. Poore has gathered up many piquantly personal bits of chat that have drifted to him from the whirlpools of gossip, or the quiet havens of conversation, but the American people are interested in what is being done in the nation, as well as in the actors and doers. Seeing is, in most cases, believing; and, as a consequence, the instances and illustrations from life, as witnessed by the author, will come to us with greater force and point than as given later on, as a matter of mere history. Generally, historians delineate acts of chivalry, bravery, and nobleness of the men of their nation, but in these "Reminiscences," Mr. Poore has done full justice to the women of the nation also. The women of the White House and the leaders of society at our capital have enacted their part so well and acceptably, that they deserve a more than passing notice. Mr. Poore has done them justice in good measure. Upon examination, the first volume will be seen to open with the tenth Presidential election, when John Quincy Adams became President, on February 9, 1825,—and from that date to the close of the second volume, each page preserves its own interest and value. The great difficulty experienced by the author in compiling his work has been the great mass of material from which to select. To have given a full and connected history, political and social, of the doings at the National Metropolis during sixty years, would require many volumes,—so a wise selection of the most conspicuous features has only been attempted.

The entire volumes abound in illustrations, some of them of quaint and old-fashioned character. The type is large and exceedingly clear, the paper highly finished and of good quality. As these "Reminiscences" are models of exact truthfulness, and the sketches given the result of extensive observation, no thoughtful American should be content until he has made himself the possessor of these valuable books.

**THE CONCEPTION OF THE INFINITE, and the Solution of the Mathematical Antinomies: A Study in Psychological Analysis.** By George S. Fullerton, A.M., B.D. Philadelphia: J. B. Lippincott Company. 181 pp. \$1.00.

The question treated in this little volume is one of no small interest, from several points of view. To one interested in lucid and systematic thinking, the tangle of thought which has always obtained in this corner of the philosophic field cannot but be irritating. When we have the finite and talk of the infinite, we are playing with a word,—deceiving ourselves into believing that we can know what is in its very nature inconceivable. In the preparation of this work the author has endeavored to write with great clearness and simplicity, and to avoid as much as possible all issues not directly connected with the immediate subject. The body of the book is divided into six chapters, the first being Introductory,—followed by, The Conception not Quantitative,—the Antinomies of Hamilton,—Kant, Mill, and Clifford,—The Conceivable and the Existent,—and the Conceivability of the Infinite.

A thorough and careful examination of these subjects, as treated by Professor Fullerton, will prove to the student that, at least, the obscurity characteristic of many of the discussions upon this portentous subject, is absent, and that the thoughts advanced and elaborated are remarkably clear and plain. The student of deep and intricate points will enjoy an examination of this book.

**A SYNOPSIS OF THE NATURE AND EFFECTS OF ALCOHOL AND NARCOTICS.** By L. H. Luce, M.D. Boston: D. C. Heath & Co., Publishers. 28 pp. 10 cents.

This synopsis, by Dr. Luce, is prepared in order that a systematic outline of the chemical nature, physiological action, and pathological effects of narcotics may be presented to students, especially. As many leave school before they have advanced so far in the study, this little pamphlet will give them, in a nut-shell, the salient points of this important subject. The history, chemical composition, physical properties, uses, and effects of alcohol are portrayed. The effect as seen in the different organs of the body is also given, with moral effects and heredity. Following alcohol, are tobacco, with its composition, physiological action and effects,—opium, and chloral hydrate. This pamphlet will be of great value to teachers in preparing topics for their classes.

**GEOLOGICAL COLLECTIONS.** Mineralogy. By W. O. Crosby. Boston: Published by the Society. 184 pp.

Mineralogy is merely another name for descriptive inorganic chemistry, and according to this broad view of the science, is very great. It is therefore simply for the sake of convenience that, in collections of minerals as well as in treatises on mineralogy, the subject-matter of the science is restricted chiefly to the comparatively small number of inorganic solids existing ready formed in nature. In preparing this volume, Professor Crosby has treated the subject under several heads, illustrating Chemical Mineralogy,—Morphologic Mineralogy,—and Physical Mineralogy. These divisions are given under Comparative Mineralogy. Systematic Mineralogy includes the Classification of Minerals, and the Descriptions of Minerals, or Descriptive Mineralogy. Professor Crosby has, in this paper-covered volume of 184 pages, including an alphabetical index, crowded a great amount of useful scientific material.

**RULES OF CONDUCT.** Diary of Adventure, Letters, and Farewell Addresses. By George Washington. With introduction and Notes. Houghton, Mifflin & Co. Boston: 4 Park Street; New York: 11 East Seventeenth St. The Riverside Press, Cambridge. 108 pp. 15 cents.

These monthly issues of the Riverside Literature Series embrace some of the most interesting masterpieces of our greatest writers. This one, containing as it does so much that is of importance and interest in the everyday life of Washington, will furnish material for schools and teachers to use in preparing special celebrations, and by a little ingenuity, it can be used in a variety of ways. There are in this volume ten chapters, besides events in the life of George Washington. The "Rules" will seem rather stiff to us, as they are given in rather more stilted language than is now used in ordinary writing,—but they are of such a high grade of excellence that any one following them will of necessity grow more manly and honorable in spirit. This volume of the series will be most acceptable on account of its association with so marked a man in our country's history.

**ELEMENTS OF ENGLISH.** An Introduction to English Grammar. For the Use of Schools. By George H. Ricker, A.M. Chicago: The Interstate Publishing Co. Boston: 30 Franklin St. 100 pp. 30 cents.

When properly presented, there is no subject better adapted to awaken thought in the child's mind than the study of language. This elementary work, by Mr. Ricker, is designed to be used in the lower grades of schools, and to prepare the pupil for the study of larger works on grammar and language. It consists of a series of lessons, treating of the parts of speech and their uses, and of the simple sentence in its various forms, illustrated by practical exercises composed of common, everyday words. Lessons are also given in spelling, capital letters, and punctuation, with directions for letter-writing. The principles of analysis and synthesis are also concisely stated, followed by brief methods of parsing. It is the desire of the author to furnish a book of such simplicity that children will find this branch of school study both interesting and useful.

## LITERARY NOTES.

"Ole Virginian" is the title of a volume of stories by Thomas Nelson Page, which Charles Scribner's Sons will publish next month. Messrs. Scribner have also in press Mr. Stevens' account of his tour around the world on a bicycle.

"Novelette Bibliothek," is the title of a new book published by D. C. Heath & Co. It is a collection of standard short stories in German, selected from the best modern writers.

The *Popular Science Monthly* for May contains a description of the curious marriage customs and wedding incidents of the Transylvanian Saxons.

A treatise on orthoepy, by Prof. E. B. Warman, A.M., issued by W. H. Harrison, Jr., Publishing Company, Chicago, contains an appendix of over 5,000 words that are apt to be mispronounced, giving the correct pronunciation of each word, and the authority for the same.

Roberts Brothers publish "Prisoners of Poverty; women wage-workers, their trades and their lives," a plea for the working women, which originally appeared in the  *Tribune*, and created widespread interest.

*Scribner's Magazine* for May contains a poem by Philip Bourke Marston, entitled "At Last," to which is appended a short biographical note by Mrs. Louise Chandler Moulton. The same number also contains shorter poems by Susan Coolidge, Percival Lowell, and Mrs. Platt.

By arrangement with the English publishers, D. C. Heath & Co. will at once add to their already long list of pedagogical books "Notes on the Early Training of Children," by Mrs. Frank Mallon.

Lee & Shepard, Boston, have published a book by Mr. Henry Wood on "Natural Law of the Business World."

The first number of *The Journal of Morphology*, the number for May, is issued by Ginn & Co. It is intended to supply a need, long felt by zoologists, of a journal of animal morphology, devoted principally to embryological, anatomical, and histological subjects.

G. P. Putnam's Sons will publish the "Writings of Washington," when they have completed their edition of "Franklin's Works." Several papers will be included that have never before been printed.

One of the most attractive articles in *St. Nicholas* for May is "Sherman's March to the Sea," by Gen. Adam Badeau.

Bishop Perry began in the March number of the *Church Review* the publication of "The Life, Times, and Correspondence of Bishop White."

What is the source of natural gas, and what is the limit of the supply? These questions, and especially the latter, on which depends the continuous prosperity of many important branches of manufacture, are discussed by Prof. N. S. Shaler, in the *Forum* for May.

The story of "John Noman's" life, by Charles Henry Beckett, will be issued by Cassell & Co. The novel shows that Mr. Beckett is a literary workman of unusual power.

The *Chautauquan* for May has an interesting article on that eccentric African, Sojourner Truth, written by Harriet Carter, and num.

## MAY ATLANTIC

Has the following articles:—  
*The Courting of Sister Wisby.*  
 By SARAH ORNE JEWETT.  
*A Glimpse of Emerson's Boyhood.*  
 By J. ELLIOT CABOT.

*Our Hundred Days in Europe.*, III.  
 By OLIVER WENDELL HOLMES.

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The two volumes in this Library devoted to Romano-British Remains will unquestionably be among the most important and interesting of the whole. The *Gentleman's Magazine* was the repository of a vast amount of information on this subject, and in these volumes it is arranged topographically. The editor prefaces this first volume with an elaborate introduction.

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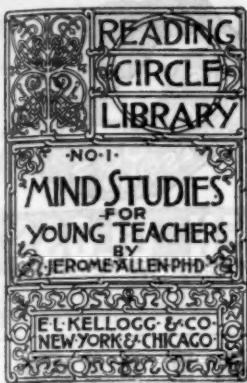
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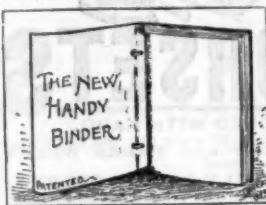


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**M**RS. Levi Seeley, a well-known contributor to the JOURNAL and INSTITUTE, has prepared a manual on the Grubé Method of Teaching Arithmetic, that will be published soon by us. Mr. Seeley's thorough study of the Science of Education in the best of German universities fits him peculiarly to prepare a book on this subject that will be the best published.

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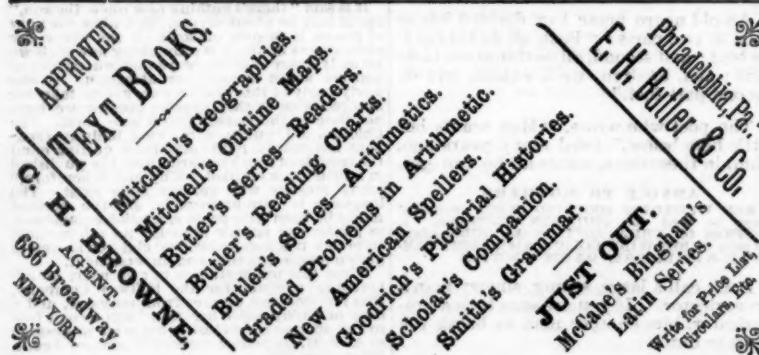
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